



UNSW
SYDNEY

Arts & Social Sciences

School of Education

EDST6754
History Extension Method 2

Semester 2, 2017

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IMPORTANT:

For student policies and procedures relating to assessment, attendance and student support, please see website, <https://education.arts.unsw.edu.au/students/courses/course-outlines/>

The School of Education acknowledges the Bedegal and Gadigal people as the traditional custodians of the lands upon which we learn and teach.

1. LOCATION

Faculty of Arts and Social Sciences
School of Education
EDST6754 History Extension Method 2 (6 units of credit)
Semester 2, 2017

2. STAFF CONTACT DETAILS

Course Coordinator: Ms. Linda Kovacs
Email: l.kovacs@unsw.edu.au
Availability: via email

3. COURSE DETAILS

Course Name	History Extension Method 2	
Credit Points	6 units of credit (uoc)	
Workload	Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.	
Schedule		
Lecture	Fri (3-4 pm), Morven Brown LG2	Weeks 1-8
Tutorial/s	Fri (4-6 pm), Morven Brown LG2	Weeks 1-8

Summary of Course

This course continues for students studying EDST6724, the in-depth enquiry into pedagogy and content knowledge for the History classroom with the focus shifting to Stage 6. Students will also critique research into the teaching of History and discuss how this research can be implemented to deliver the most effective classroom practice for addressing the requirements and philosophy of the NSW History syllabuses.

Aims of the Course

This course aims to:

- Prepare students for the new Stage 6 History courses for the Australian curriculum.
- Support and extend the knowledge gained in the History Method course
- Thoroughly familiarise students with the process of teaching Extension History.

Main way that the course has changed as a result of student feedback:

More time allocated in tutorials to discuss assessment requirements and expectations.

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 2.**
- **Attendance:** Students are expected to give priority to university study commitments. Unless specific and formal permission has been granted, **attendance at less than 80% of classes in a course will result in failure.**

Student Learning Outcomes

Outcome		Assessments
1	Identify essential elements of the NSW Board of Studies History Syllabus, and strategies to support students as they transition between stages	1
2	Use strong knowledge of subject content to plan and evaluate coherent, goal-oriented and challenging lessons, lesson sequences and teaching programs which will engage all students	1&2
3	Set achievable learning outcomes to match content, teaching strategies, resources and different types of assessment for a unit of work in History	1&2
4	Provide clear directions to organise and support prepared activities and use resources	2
5	Assess and report on student learning in History to all key stakeholders	2
6	Identify the characteristics of an effective History teacher and the standards of professional practice in teaching, especially the attributes of Graduate teachers	1

AITSL Professional Graduate Teaching Standards

Standard		Assessment/s
1.3	Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistics, cultural, religious and socioeconomic backgrounds.	1 & 2
1.5	Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.	1&2
2.1	Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.	1 & 2
2.3	Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	2
3.6	Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.	1 & 2
5.1	Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.	2
5.3	Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.	2
5.4	Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.	2

National Priority Area Elaborations

Priority area		Assessment/s
A. Aboriginal and Torres Strait Islander Education	A 3 / 4 / 5 / 6	1 & 2
B. Classroom Management	B 1 / 2 / 4 / 5	1 & 2
C. Information and Communication Technologies	C 1 / 2 / 3 / 4 / 5 / 6 / 7 / 8 / 9 / 10 / 11 / 12	1 & 2
D. Literacy and Numeracy	D 8 / 15 / 19	1 & 2
E. Students with Special Educational Needs	E 6 / 7 / 8 / 9	1 & 2
F. Teaching Students from Non-English Speaking Backgrounds	F 3 / 5	1 & 2

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

This subject aims to develop in each student the ability to effectively teach Ancient, Modern and Extension History to Stage 6 secondary school students according to the philosophy and requirements of the NSW History Syllabuses. During the course students will develop their knowledge of New South Wales Stage 6 syllabus documents. Lectures, tutorials and assignments will cover a variety of approaches to teaching and learning in the History classroom. Emphasis will be given to the relationship between History, literacy and numeracy and the role and value of History in the curriculum and the community.

Student-centred activities will form the basis of the course. These activities will draw on the prior knowledge of the students and will allow them to engage in relevant and challenging experiences that mirror those they will be expected to design for the Stage 6 students they will later teach.

5. TEACHING STRATEGIES

- Explicit teaching, including lectures, to demonstrate an understanding of students' different approaches to learning and the use of a range of teaching strategies to foster interest and support learning.
- Small group cooperative learning to understand the importance of teamwork in an educational context and to demonstrate the use of group structures as appropriate to address teaching and learning goals.
- Extensive opportunities for whole group and small group dialogue and discussion, allowing students the opportunity to demonstrate their capacity to communicate and liaise with the diverse members of an education community, and to demonstrate their knowledge and understanding of method content.
- Structured occasions for reflection on learning to allow students to reflect critically on and improve teaching practice.
- Online learning from readings on the Moodle website.
- Online discussions.
- Peer teaching in a simulated classroom setting.

These activities will occur in a classroom climate that is supportive and inclusive of all learners.

6. COURSE CONTENT AND STRUCTURE

Week Beginning	Lecture Topic	Tutorial Topic
1 28 July	Topic 1: New Stage 6 Syllabuses <i>Linda Kovacs</i> A 4/5/6/8... B 1/2/4/5... C1/2/3/6/11/12 ...D3/12/18...E7/8...F3/7	Course Outline, Course Assessment The new Stage 6 syllabuses The History Extension Syllabus pulled apart The History Extension Project
2 4 August	Topic 1: Programming the new syllabuses in Modern and Extension History <i>Linda Kovacs</i> A 4/5/6/8... B 1/2/4/5... C1/2/3/6/11/12 ...D3/12/18...E7/8...F3/7	How to approach Scope and Sequencing Programming a unit (Assessment 1)
3 11 August	Topic 2 The new Ancient History syllabus Programming Year 11 <i>Julia Kerr (Pymble Ladies' College)</i> A 4/5/6/8... B 1/2/4/5... C1/2/3/6/11/12 ...D3/12/18...E7/8...F3/7	How to approach Scope and Sequencing Programming a unit (Assessment 1)
4 18 August	Topic 3: What is History? <i>Linda Kovacs</i> A 4/5/6/8... B 1/2/4/5... C1/2/3/6/11/12 ...D3/12/18...E7/8...F3/7	A road map for teaching the History Extension course Targeted teaching ideas and strategies for 'What is History?' (Assessment 2) N.B. Assessment Task 1 due
5 25 August	Topic 4: The History Extension HSC examination, Question 1 <i>Linda Kovacs</i> A 4/5/6/8... B 1/2/4/5... C1/2/3/6/11/12 ...D3/12/18...E7/8...F3/7	Learn how to pull apart the 'Source' and answer Question 1 Sample Marking of Question 1 (Assessment 2)
6 1 September	Topic 5: History Extension Case Studies <i>Linda Kovacs</i> A 4/5/6/8... B 1/2/4/5... C1/2/3/6/11/12 ...D3/12/18...E7/8...F3/7	Teaching ideas and strategies for the Case Study Discussion of how to prepare a complete unit of work for the Case Study
7 8 September	Topic 6: The History Extension HSC examination, Question 2 <i>Linda Kovacs</i> A 4/5/6/8... B 1/2/4/5... C1/2/3/6/11/12 ...D3/12/18...E7/8...F3/7	Learn how to pull apart the stem and answer Question 2 Sample Marking of Question 2
8 15 September	Topic 8: Teaching skills to seniors, literacy <i>Linda Kovacs</i> A 4/5/6/8... B 1/2/4/5... C1/2/3/6/11/12 ...D3/12/18...E7/8...F3/7	Explore, sample and develop strategies for teaching literacy skills in your senior history classes N.B. Assessment Task 2 due

7. RESOURCES (to be read in conjunction with History Method Semester 2 Reading Lists)

Essential Documents.

Students must be familiar with:

NSW DET (2003). *Quality Teaching in NSW Public Schools*, Sydney, NSW
New Stage 6 Syllabuses in Ancient, Modern and Extension History. All documents can be downloaded from the NESA website: <http://syllabus.nesa.nsw.edu.au/stage-6/>
Taylor, T. & Young, C. (2003). *Making History: A Guide for the Teaching and Learning of History in Australian Schools*, Curriculum Corporation
<http://www.hyperhistory.org/index.php?option=displaypage&Itemid=220&op=page>
NCHE Professional Digest
<http://www.hyperhistory.org/index.php?option=displaypage&Itemid=224&op=page>
Course Readings: Available on Moodle.

Extension History:

Ashton, P & Hamilton, P. (2007). *History at the Crossroads: Australians and the Past*. Halstead Press Sydney
Beck, Peter J., (2012) *Presenting History*, Palgrave MacMillan, New York
Bentley, M. (ed.). (1997) *Companion to Historiography*, Routledge Press UK.
Carr, E.H., (1981). *What is History?* Harmondsworth: Penguin.
Curthoys, A. & Docker, J. (2005). *Is History fiction?* Sydney: UNSW Press.
Green, A & Troup, K., (1999). *The Houses of History: A critical reader in twentieth century history and theory*, New York University Press
Gunn, S. & Faire, L. (ed.) (2016), *Research Methods in History*, Edinburgh University Press UK.
Hughes-Warrington, M (2000). *Fifty Key Thinkers on History* London, Routledge
Southgate, B. (2009) *History Meets Fiction*, Pearson Education UK.
Warren, J., (1999), *History and the Historians*, Hodder Murray, London

Further Readings

Anstey, M. & Bull, G. (2006). *Teaching and learning multiliteracies: Changing times, changing literacies*. Curriculum Press, Melbourne.
Attwood, B. (2005). *Telling the truth about Aboriginal history*. Allen and Unwin, Crows Nest.
Clark, A., (2008). *History's Children*, Sydney: UNSW Press.
Finger, G., Russell, G., Jamieson-Proctor, R. & Russell, N. (2006). *Transforming Learning with ICT Making IT Happen*. Pearson Australia
Gibbons, P (2002). *Scaffolding language, scaffolding learning: Teaching second language learners in the mainstream classroom*. Portsmouth, Heinemann.
Harrison, N., (2008). *Teaching and Learning in Indigenous Education*, Victoria, Australia: Oxford University Press.
Henderson, R. (2012). *Teaching Literacies. Pedagogies and Diversity in the Middle Years*, Oxford University Press, Australia
Kelly Mills, T. (2013). *Teaching History in the Digital Age*. University of Michigan Press
Lee, P., et al, (1992). *The Aims of School History: The National Curriculum and Beyond*, London: The Tufnel Press.
Martin, K. (2008). The intersection of Aboriginal knowledges, Aboriginal literacies and new learning pedagogy for Aboriginal students. In Healy, A (Ed.) *Multiliteracies and diversity in education: New pedagogies for expanding landscapes*. Pp 59-81. Oxford University Press, Melbourne

8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	AITSL Professional Graduate Teaching Standards Assessed	National Priority Area Elaborations	Due Date
Assessment Task 1: Senior History Unit program	Unit of work 5 weeks duration 3000 words equivalent	50%	1,2 ,3,5	1.3,1.5,2.1,2.3 ,5.1	A 5/6, B 1/2, D 8/15, E 9, F 3/5	Week 4 Thurs 17/8 5pm
Assessment Task 2: Lesson plans for Senior History Unit	10 lesson plans 3000 words equivalent	50%	2,3,4	1.3,1.5,2.1,2.3 ,36.5.1	A 4/5/6, B 2/4, C 1/7/11, D 15, E 7/8/9, F 3/5	Week 8 Thurs 14/9 5pm

*Students are required to follow their lecturer's instructions when submitting their work for assessment. All assessment will be submitted online via Moodle by **5pm**. Students no longer need to use a cover sheet. Students are also required to keep all drafts, original data and other evidence of the authenticity of the work for at least one year after examination. If an assessment is mislaid the student is responsible for providing a further copy. Please see the Student Policies and Procedures for information regarding submission, extensions, special consideration, late penalties and hurdle requirements etc.*

Assessment Task 1: Unit of Work for a Senior History syllabus

Unit of work of 5 weeks duration (approx. 17 lessons) (3000 words equivalent)
Weighting 50%

Instructions:

1. Select ONE topic from either the Stage 6 Extension or Modern syllabus
2. You are to create program for the topic you have chosen.
 - a. The unit will run for five weeks, which is approximately 17 lessons. (if you choose to do an Extension topic, you will be planning only half a unit. See me before you start)
 - b. You are building on the knowledge you gained last semester in History method and during your recent practicum
 - c. Your unit should contain **three** assessment tasks – they will be formative tasks and you do not need to set them, just state what form the task will take and the skills and outcomes you want the students to demonstrate.
 - d. Your program should contain evidence of strategies to differentiate between learners
 - e. Your teaching strategies need to vary between lessons – remember the goal is to engage your students
3. You need to ensure that your program shows content knowledge and you must provide resources and references
Include an annotated list of all references, resources or teaching aids to be used. This should include relevant professional reading that has influenced your pedagogical approach to the unit of work and the individual lessons. Ensure that you understand what the term 'annotated' means.

4. Include a cover sheet with the following details:
 - Relevant syllabus (**NB these are the new Stage 6 syllabuses for the Australian Curriculum**)
 - Topic from the syllabus
 - Where it fits in your scope and sequence
 - Syllabus outcomes for the topic
 - Skills and concepts from the syllabus relevant to the unit.
 - Formative assessment task included in the unit and the outcomes it will address. You need to include three assessment tasks.
 - You do not need to set the task, just what form your assessment will take.

For each lesson in the unit provide details as set out in the example attached. (Please use 'landscape' layout.)

UNSW SCHOOL OF EDUCATION
 FEEDBACK SHEET
 EDST6754 EXTENSION HISTORY METHOD 2

Student Name:

Assessment Task 1: **Unit of Work for a Senior History syllabus**

SPECIFIC CRITERIA	(-) \longleftarrow \longrightarrow (+)				
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> • Demonstrate clarity and accuracy in use of key terms and concepts in History teaching. • Demonstrates knowledge and understanding of NSW Syllabus options. • Demonstrate clear links to syllabus outcomes. • Demonstrate coherence between syllabus outcomes and chosen strategies. 					
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> • Demonstrate ability to plan a sequence of learning experiences derived from the new NSW History syllabus for Stage 6. • Demonstrate ability to plan specific lessons for History teaching and learning experiences. • Demonstrate awareness of the need to plan differentiated tasks based on the specific learning needs of students • Demonstrate knowledge of resources to engage and extend students. 					
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> • Make specific reference to material, research and ideas presented in History Extension and History method lectures, readings, prescribed texts and other sources. • Demonstrates evidence of having consulted the reading lists provided for both History Method courses 					
Structure and organisation of response <ul style="list-style-type: none"> • Program is clearly structured, using the template provided • Unit is effectively sequenced and accurately reflects the requirements of the relevant syllabus 					
Presentation of response according to appropriate academic and linguistic conventions					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

Lecturer

Date

Recommended: / 20 (FL PS CR DN HD)

Weighting: 50%

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**

Assessment Task 2: Lesson plans for Senior History Unit

Length: 10 lesson plans (equivalent 3000 words)

Weighting: 50%

- You are to plan a series of lessons to accompany the Unit of Work from the last assessment.
- The lessons need to be sequential and to follow the program that you have written.
- You will need to include the following:
 - An introductory lesson in which you outline the key features of the topic and the targeted skills
 - Outcomes and content for each lesson
 - A range of teaching strategies which demonstrate integration of ICT
 - Evidence of how you will differentiate the teaching of content and skills (five lessons)
 - Two formative assessment tasks (from your unit) with outcomes and expected demonstration of learning.
 - A list of resources

UNSW SCHOOL OF EDUCATION
 FEEDBACK SHEET
 EDST6754 EXTENSION HISTORY METHOD 2

Student Name:

Assessment Task 2: **Lesson plans for Senior History Unit**

SPECIFIC CRITERIA	(-) —————> (+)				
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> • ability to plan and assess for effective learning by designing a detailed lesson on the given proforma, using knowledge of the NSW syllabus documents or other curriculum requirements of the Education Act • lesson plans, structure and resources consistently link to syllabus topics and outcomes • rationale and reflection show evidence of analysis of syllabus and pedagogical requirements 					
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> • Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area 					
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> • Provides a comprehensive list of sources consulted and used in the preparation of lessons • Demonstrates evidence of having consulted the reading lists provided for both History Method courses 					
Structure and organisation or response <ul style="list-style-type: none"> • Lessons are sequential and accurately reflect the topic program • Individual lesson plans are detailed and practical 					
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> • Successfully uses the proforma provided by the UNSW School of Education • Spelling, punctuation and expression are at the level required by a professional educator 					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

Lecturer

Date

Recommended: / 20 (FL PS CR DN HD)

Weighting: 50 %

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee**