Acknowledgement of Country

UNSW Arts, Design and Architecture Kensington and Paddington campu
Lands. We pay our respects to the Bidjigal and Gadigal peoples who a
We acknowledge the Aboriginal and Torres Strait Islander peoples, the
winds and waters we all now share, and pay respect to their unique va
enduring cultures which deepen and enrich the life of our nation and c

Image courtesy of the Office of the Pro V UNSW knowledgenous strate

Course Details

Units of Credit 6

Workload

	of students across the full range of abilities	
2.1.1	Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area	1,2
2.2.1	Organise content into an effective learning and teaching sequence	1,2
2.3.1	Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans	1,2
2.5.1	Know and understand literacy and numeracy teaching strategies and their application in teaching areas	1,2
2.6.1	Implement teaching strategies for using ICT to expand curriculum learning opportunities for students	2
3.1.1	Set learning goals that provide achievable challenges for students of varying characteristics	*
3.2.1	Plan lesson sequences using knowledge of student learning, content, and effective teaching strategies	1, 2
3.3.1	Include a range of teaching strategies	*
3.4.1	Demonstrate knowledge of a range of resources including ICT that engage students in their learning	*
3.6.1	Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning	*
4.2.1	Demonstrate the capacity to organise classroom activities and provide clear directions	*
5.1.1	Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative, and summative approaches to assess student learning	2, 3
5.2.1	Provide feedback to students on their learning	3
5.3.1	Make consistent and comparable judgements	3
5.4.1	Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice	3
5.5.1	Report on student achievement	3
6.3.1	Seek and apply constructive feedback from supervisors and teachers to improve teaching practices	1
7.1.1	Understand and apply the key principles described in codes of ethics and conduct for the teaching profession	3

* Covered during the course

	Backgrounds.	2, 6	*

* Covered during the course

Teaching Strategies

Rationale for the inclusion of content and teaching approach

A range of student-centred activities will form the basis of the course
prior knowledge of the students and will allow them to engage in relev

Feedback is provided via Moodle within two weeks of the submission d
rubric for each assessment.

Additional details

Task 3: Common Assessment Module

Structure: The Common Assessment Module will be available to work o

Weight: N/A (this a hurdle requirement that must be completed to pass

Gather evidence from a variety of sources about learning outcomes; an
learning and teaching. You will be sent further information about how
term. There will be drop-in sessions in Weeks 8-13. This is the same t
July to 26th August 2022).

Note: Further information about this module will be available in Moodl

Common Assessment Module (in-class task)

In the final Method tutorials, you will complete a task that relates to t

This task consists of three components:

  1. Collect five or six authentic student responses to preferably two
  2. Provide written feedback for the students which indicates strengt
     relation to this work sample and overall expectations/standards.
  3. Write a few lines that could be included in a mid-year report comr

RUBRIC/FEEDBACK SHEET
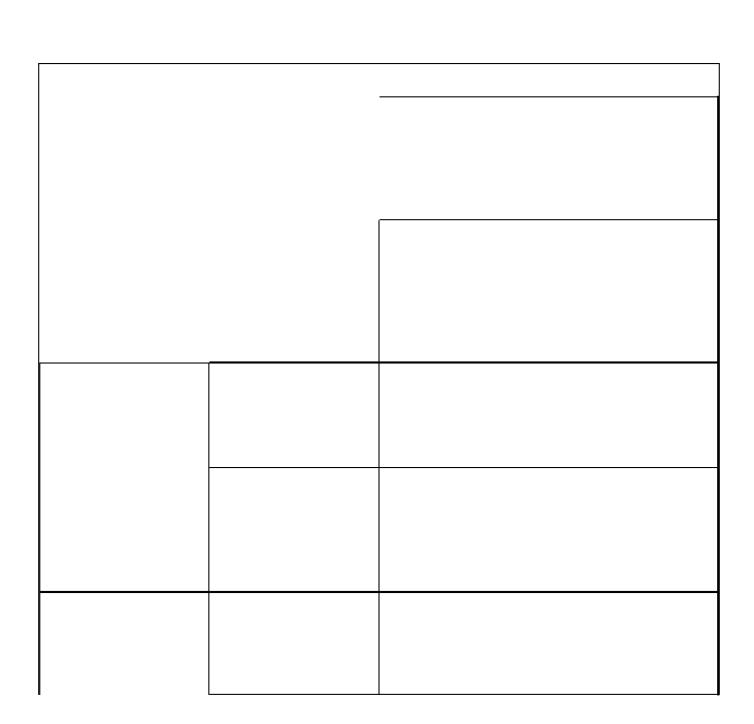# EDST6950 ANCIENT HISTORY METHOD 2
UNSW SCHOOL OF EDUCATION

Assessment Task 1: Stage 6 scope and sequence and assessment task

Specific Criteria	(-)		> (+)		
Understanding of the question or issue and the key concepts involved					

RUBRIC/FEEDBACK SHEET
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Assessment Task 2: Stage 6 unit of work

Specific Criteria	(-)		> (+)	
Understanding of the question or issue and the key concepts involved • Demonstrates knowledge of selected Stage 6 course and syllabus outcomes • Sequences tasks and activities to suit logical learning progression and meet selected outcomes for Year 12 • Integrates formative assessment strategies throughout the unit of work				
Depth of analysis and critique in response to the task • Demonstrates understanding of academic and cultural diversity • Includes a variety of pedagogical strategies to suit content of the Stage 6 course				

Websites

Submission of Assessment Tasks

Turnitin Submission

If you encounter a problem when attempting to submit your assignment
telephone External Support on 9385 3331 or email them on externaltel
hours are 8:00am   10:00pm on weekdays and 9:00am   5:00pm on wee
are unable to submit your assignment due to a fault with Turnitin you

Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them a
forms, from deliberate cheating to accidentally copying from a source

UNSW groups plagiarism into the following categories:

Copying: using the same or very similar words to the original text or idea
source or using quotation marks. This includes copying materials, idea

Academic Information

Due to evolving advice by NSW Health, students must check for update
learning for all Arts, Design and Architecture courses this term (via M
provided.)

For essential student information relating to:

- requests for extension;
- late submissions guidelines;
- review of marks;
- UNSW Health and Safety policies;
- examination procedures;
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