

# TEAC 5011 HSIE CURRICULUM 3

**Credit Points** 10

**Coordinator** Kay Carroll ([https://directory.westernsydney.edu.au/search/name/Kay Carroll/](https://directory.westernsydney.edu.au/search/name/Kay%20Carroll/))

**Description** The subject build upon curriculum subjects in Human Society and its Environment (HSIE) for teaching in Stages 4 and 5. The subject will provide deeper opportunities to engage with the inquiry pedagogy. The specifics of the relevant HSIE NSW Education Standards Authority Years 7-10 Syllabuses and links with the K-6 curriculum will be analysed and critiqued as will current Australian and NSW educational/curriculum policies and priorities. Emphasis will be placed on principles underlying HSIE such as Aboriginal and Torres Strait Islander perspectives, Civics and Citizenship, sustainability and heritage. Opportunities to engage in site and field studies within HSIE will be a strong focus within the subject. The subject will comprise critical exploration of current research particularly related to the development of pedagogical inquiry and concepts.

**School** Education

**Student Contribution Band** HECS Band 1 10cp

**Level** Undergraduate Honours Level 5 subject

**Pre-requisite(s)** TEAC 7027 AND TEAC 7004 AND TEAC 7032

## Learning Outcomes

1. Demonstrate understanding of HSIE NSW Education Standards Authority Stage 4 and 5 syllabuses and the effect upon syllabus implementation of current NSW and Australian educational policies and priorities.
2. Demonstrate understanding of socio-cultural perspectives and pedagogical theories and approaches used in teaching HSIE including strategies that recognise, promote knowledge and develop cultural awareness of community connection, heritage and diversity of Aboriginal and Torres Strait Islander peoples.
3. Present well-constructed, innovative and coherent student-centred lessons that include literacy (including key metalanguage) and numeracy, enhance thinking and ICT skills and which take into account the full range of students' abilities and school-based and system data.
4. Prepare a suitable range of assessment instruments that use valid, reliable and consistent judgements of student learning in HSIE.
5. Design and select innovative teaching resources including site and field studies that apply a critically reflective approach to teaching HSIE and include opportunities to develop students' inquiry skills.
6. Use a variety of teaching and learning strategies and resources, including ICT and a range of sources in teaching lessons and programs.
7. Reflect and research professional learning to develop the discipline of HSIE teaching

## Subject Content

1. What is the nature of the HSIE in the early and middle years of secondary education? How are Civics and Citizenship and sustainability practices part of HSIE? How is the subject linked to what is taught in primary school and in the senior years of secondary education?

2. How are current educational policies and priorities with particular reference to Aboriginal and Torres Strait Islander education, literacy and numeracy and ICT, addressed in the teaching of the subject?
3. How can the Key Learning Area of HSIE recognise, promote knowledge and develop cultural awareness of community connection, heritage and diversity of Aboriginal and Torres Strait Islander peoples?
4. In what ways do active and engaging, student-centred teaching practices characterise the subject? Why is an understanding of socio-cultural and pedagogical theories and approaches important to quality teaching in the subject?
5. How are lessons planned, units written and learning scoped and sequenced in HSIE?
6. Why is it necessary to differentiate teaching in the subject? How do teachers go about differentiation?
7. How do teachers keep students safe during teaching in the HSIE when conducting site or field studies?
8. How may the incorporation of visionary and innovative uses of ICT, critical and creative thinking and problem solving support the achievement of quality learning outcomes in the subject?
9. How can assessment of learning, assessment for learning and assessment as learning be reconciled in teaching the subject?
10. What records do teachers keep? How are those records used in reporting student performance and in particular used towards awarding the Record of Student Achievement (ROSA)?
11. In what ways has educational research contributed to the teaching and student learning of HSIE?
12. What options are open to pre-service teachers to continue to learn about HSIE?

## Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Professional Task	2000 Words	50	N	Individual
Portfolio	2000 Words (Portfolio)	50	N	Individual

Prescribed Texts

New South Wales Standards Authority [NESA]. (2012-2020) HSIE K-10 Syllabuses (<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/>)

Teaching Periods

## 2022 Semester 1

### Penrith (Kingswood)

**Day**

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View timetable ([https://classregistration.westernsydney.edu.au/even/timetable/?subject\\_code=TEAC5011\\_22-AUT\\_KW\\_D#subjects](https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC5011_22-AUT_KW_D#subjects))