EDSS428/468: Studies of Society and Environment Assignment One

**Topic 2**

Consider the Year 7 Place and Space Essential Learning, “Distributive maps, climatic zones, maps and weather maps have specific features to convey information including latitude, longtitude, eight compass points, scale and distance, a legend and shading and/or symbols”. Teach this content to your peers. Design and share a unit with your peers that teaches a year 7 class about these types of maps and features of maps using the world map.

**Members of MLC:** Ashleigh Shinnie, Joseph Harris, Matthew Parkinson, Natalie Cahill

**EDSS428/468 Assignment One Task One** Names of MLC members:……………………………………………………

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| CRITERIA | A | B | C | D | E |
| Assessment One Task One- Investigation and Planning: |  |  |  |  |  |
| Effectiveness of Investigation of the Topic | Very good evidence of a comprehensive, independent and accurate investigation of the SOSE topic and demonstrates a very good ability to think critically and reflectively. | Good evidence of a comprehensive, independent and accurate investigation of the SOSE topic and demonstrates a good ability to think critically and reflectively. | Sound evidence of a valid and worthwhile independent investigation of the SOSE topic and demonstrates a sound ability to think critically and reflectively. | Little evidence of a valid and worthwhile investigation of the SOSE topic with limited evidence of thinking critically and reflectively. | Very limited evidence of a valid and worthwhile investigation of the SOSE topic with very limited evidence critical thinking or reflection.  . |
| Synthesis the topic in terms of SOSE teaching | Very good synthesis of the topic in relation to current literature and approaches to teaching SOSE that demonstrates very good knowledge of the nature of SOSE purposes and processes and content. | Quite good synthesis of the topic in relation to current literature and approaches to teaching SOSE that demonstrates good knowledge of SOSE purposes and processes and content. | Sound synthesis of the topic in relation to current literature and approaches to teaching SOSE that demonstrates sound knowledge of SOSE purposes and processes and content. | Limited synthesis of the topic in relation to current literature and approaches to teaching SOSE that demonstrates a limited knowledge of SOSE purposes and processes and content. | Very limited synthesis of the topic in relation to current literature and approaches to teaching SOSE and demonstrates a poor knowledge of SOSE purposes and processes and content. |
| Creation of Unit Plan Overview -Part A |  |  |  |  |  |
| Intention Statement:- Goal Statement and Choice of Essential Learnings for chosen class level | The chosen goal statement and set of Essential Learnings/ Australian Curriculum statement are a very good match for learners. | The chosen goal statement and set of Essential Learnings / Australian Curriculum statement are a good match for learners. | The chosen goal statement and set of Essential Learnings /Australian Curriculum statement are an appropriate match for learners. | The chosen goal statement and set of Essential Learnings / Australian Curriculum statement are not an appropriate match for learners. | The chosen goal statement and set of Essential Learnings/ Australian Curriculum statement do not match the learners. |
| Knowledge Base underpinning the unit**-** Concepts/ Content Statement | A very comprehensive and valid choice of concepts and content for the unit that indicate a very good understanding of the SOSE curriculum documents. | A comprehensive and valid choice of content for the unit that indicate a good understanding of the SOSE curriculum documents. | A sound statement of content –underpinning the unit indicating a sound understanding of the SOSE curriculum documents. | A sound statement of content –underpinning the unit indicating a limited understanding of the SOSE curriculum documents. | A very limited statement of content underpinning the unit indicating a poor understanding of the SOSE curriculum documents. |
| *Key Questions* | A very good series of key questions providing learners with a very good frame of reference for investigation of content have been designed. | A good series of key questions providing learners with a very good frame of reference for investigation of content have been designed. | A sound series of key questions providing learners with a very good frame of reference for investigation of content have been designed. | Limited attempt to design key questions for learners to have frame of reference for investigation of content have been designed. | Very limited attempt to design key questions for learners to have frame of reference for investigation of content have been designed. |
| **Creation of Unit Plan Overview – Part B** |  |  |  |  |  |
| *Quality of Lesson Overviews including safe, supportive learning environment that promotes equity, excellence and diversity.* | Lessons contain are very well structured and incorporate engaging, flexible, and intellectually challenging learning experiences for individuals and groups. Time and content coverage are well matched. Concept development is creatively matched with very good instructional approaches that include safe, supportive learning environments that promote equity, excellence and diversity. | Lessons are well structured and. incorporate engaging, flexible, and intellectually challenging learning experiences for individuals and groups Time and content coverage are generally well matched. Concept development is well matched with good instructional approaches that promote safe, supportive learning environments that promote equity, excellence and diversity. | Lessons are generally well structured and incorporate engaging, flexible, and challenging learning experiences for individuals and groups. Time and content coverage are generally well matched. Concept development is adequately matched with instructional approaches that include safe, supportive learning environments that promote equity, excellence and diversity. | Lessons often lack organisation and structure. Time and content coverage are not well matched. Concept development is poorly matched with instructional approaches that do not always include safe, supportive learning environments that promote equity, excellence and diversity. | Lessons are poorly planned, are not engaging or challenging for learners. Timing for most lessons is inappropriate. Instructional approaches do not match concepts being developed .Lessons are not designed to include safe, supportive learning environments that promote equity, excellence and diversity. |
| *Design of the Social Investigation* | Teaching and learning approaches are very appropriate for the target year level and demonstrate originality and flair. A very good inquiry design has been developed that would enable learners to develop the stated knowledge and ways of working embedded in the aims and purpose statement for the unit. The unit also includes at least one very good ICT based lesson. | Teaching and learning approaches are generally appropriate for the target year level and demonstrate originality and flair. A good inquiry design has been developed that would enable learners to develop the stated knowledge and ways of working embedded in the aims and purpose statement for the unit. The unit also includes at least one good ICT based lesson | Teaching and learning approaches are mainly appropriate for the target year level and demonstrate originality and flair. A sound inquiry design has been developed that would enable learners to develop the stated knowledge and ways of working embedded in the aims and purpose statement for the unit. The unit also includes at least one ICT based lesson | Teaching and learning approaches are limited and not always appropriate for the target year level and demonstrate little originality and flair. A limited inquiry design has been developed that would not generally enable learners to develop the stated knowledge and ways of working embedded in the aims and purpose statement for the unit. There is limited inclusion of ICT in the unit. | Instructional approaches are rarely appropriate and the unit lacks variety and the required inquiry approach incorporating ICT. |
| *Choice of Resources* | Resources are appropriate to the target year level. A variety of resources provides for the accommodation of a wide range of abilities and interests. | Resources are generally appropriate to the target year level. A variety of resources provides for the accommodation of a range of abilities and interests. | Resources are mainly appropriate to the target year level. Variety of resources provides for the accommodation of a more than one level of ability. | Resources are occasionally appropriate to the target year level. Variety of resources accommodates for a narrow range of abilities. | Resources are rarely appropriate to the target year level. No attempt is made to accommodate a range of abilities. |
| *Assessment and*  *Evaluation including one rubric* | Assessment/evaluation measures are integrated into the sequence. The rubric is very well structured and has the potential to provide detailed information about the learner’s achievement | Assessment/evaluation measures are available as part of the sequence. The rubric is generally well structured and has the potential to provide essential information about the learner’s achievement. | An assessment/evaluation measure is included with the sequence. The rubric is sound and has the potential to provide useful information about the learner’s achievement. | Assessment/evaluation instruments are poorly structured and the rubric has limited potential to provide useful information about the learner’s achievement. | Poor inclusion of Assessment/evaluation measures. The rubric would have limited use is providing information on a learner’s achievement. |
| *Quality of Written language, Grammar, Spelling and Syntax* | Well-constructed with very good skills for written language. | Well-constructed response with good skills for written language. | Adequately constructed response with satisfactory skills for written language. | Limited skills for written language evident. | Appropriate skills for written language not evident. |
|  |  |  |  |  |  |

Comment:

**EDSS428/468 Assessment One Task Two** Names of MLC members:……………………………………………………………….

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| CRITERIA | A | B | C | D | E |
| **Assessment One - Task 2: Presentation** |  |  |  |  |  |
|  |  |  |  |  |  |
| *Description and explanation of issue/topic* | Very good evidence of a comprehensive, knowledge base with accurate interpretation of materials to explain and describe the relevance of the topic for SOSE teaching. | Good evidence of a comprehensive, knowledge base with accurate interpretation of materials to explain and describe the relevance of the topic for SOSE teaching. | Sound evidence of a comprehensive, knowledge base with sound interpretation of materials to explain and describe the relevance of the topic for SOSE teaching. | Limited evidence of a valid knowledge base with limited interpretation of materials to explain and describe the relevance of the topic for SOSE teaching. | No evidence of a comprehensive, knowledge base with poor interpretation of materials or links to SOSE teaching. |
| *Sharing of Unit Plan* | The unit overview was presented very clearly in a logical, informative, engaging and original manner. | The unit overview was presented clearly in a logical, informative, engaging manner. | The unit overview was presented in a logical and informative manner. | The unit overview was presented in a limited manner and at times lacked clarity and depth of content. | The unit overview was not presented in a logical, informative engaging manner. |
| *Evidence of Teamwork* | There was very good evidence of shared and equal preparation and practice for the presentation. The team presented in a cohesive manner. | There was good evidence of shared and equal preparation and practice for the presentation. The team presented in quite a cohesive manner. | There was sound evidence of shared and equal preparation and practice for the presentation. The team presented satisfactorily. | There was little evidence of shared and equal preparation and practice for the presentation. The team did not always present in quite a cohesive manner. | There was no evidence of shared and equal preparation and practice for the presentation. The team did not present in quite a cohesive manner. |
| *Use of Questions and shared dialogue* | Questions were very well designed and used to create a shared dialogue with the audience. Presenters answered questions effectively with confidence and accuracy | Questions were well designed and used to create a shared dialogue with the audience. Presenters answered questions with confidence and accuracy | Questions were satisfactorily designed and used to create a shared dialogue with the audience. Presenters answered questions satisfactorily. | There was some evidence that questions were designed and used to create a shared dialogue with the audience. Presenters answered some questions satisfactorily. | Questions were poorly designed and not used effectively to create a shared dialogue with the audience. Presenters were not confident answering answered questions. |
| *Design and Impact of Micro-teaching component* | Very good design of relevant activities and materials for the micro-teaching component with very good peer participation. | Good design of relevant activities and materials for the micro-teaching component with good peer participation. | Sound design of relevant activities and materials for the micro-teaching component with some satisfactory peer participation. | Design and relevance of activities and materials for the micro-teaching component were limited with little peer participation. | Design and relevance of activities and materials for the micro-teaching component were poor with very limited peer participation. |
| *Inclusion and use of ICT and on-line sharing of unit overview* | Infusion of ICT in the presentation was educationally good, valid and engaging. On-line sharing of unit was completed on time. | Infusion of ICT in the presentation was educationally valid and quite engaging. On-line sharing of unit was completed on time. | Infusion of ICT in the presentation was sound. On-line sharing of unit was completed satisfactorily. | Infusion of ICT in the presentation was limited in validity and peer engagement. On-line sharing of unit was generally satisfactory. | Infusion of ICT in the presentation was not educationally valid and engaging. On-line sharing of unit was not completed on time. |
| *Overall Impression of Presentation* | Very good use of a very creative, effective, original format. Engaging oral delivery  Very effective pacing and time management. Very high level of audience interest and participation demonstrating excellent oral communication skills. | Good use of a creative, effective, original format. Engaging oral delivery. Effective pacing and time management. High level of audience interest and participation demonstrating good oral communication skills. | Sound format and oral delivery.  Pacing and time management. Were sound. Sound level of audience interest and participation demonstrating sound oral communication skills. | Format and oral delivery had limited effectiveness and lacked creativity and originality.  Pacing and time management. were limited. Low level of audience interest and participation demonstrating limited oral communication skills. | Poor format and oral delivery.  Pacing and time management were not appropriate. Low level of audience interest and participation demonstrating ineffective oral communication skills. |

Comment:

**Task 1: Presentation to peers** including sharing information relating to the investigation of a specific SOSE issue or content, unit overview sharing, micro-teaching segment of one or more stages of the inquiry unit plan. A-

**Task 2:** **Creation of a unit overview** - Intention for the unit based on the QCAR Unit Planner Template, unit goal/s, key questions driving the unit, a content/concepts statement and an assessment rubric, quality of unit overview based on the Social Investigation Strategy, quality of teaching/learning B+

**Overall Comments:**

* Pleased to hear the goal and generalisation driving the unit stated at the beginning of the presentation. Purpose of the unit was very clear
* Quite good teamwork evident
* The globe activity was good but a little hard to see
* Your content knowledge was good when presented to your peers but quite brief in the written document
* Valid set of key questions
* A mapping rich presentation
* Taking the content from local to global was effective
* The stages of the Social Investigation were addressed appropriately. It’s a pity you didn’t share all of the stages with your peers.
* The learning experiences would be appropriate to assist the learners to acquire the required content.
* Your assessment rubric would benefit by more specific detail regarding the knowledge and skills to be developed e.g Skills- Interpreting data.
* A solid unit!! Dr Joy Kennedy