

Unit Outline (Higher Education)

Institute / School: Institute of Education, Arts & Community

Unit Title: History Curriculum 1

Unit ID: EDBED3032

Credit Points: 15.00

Prerequisite(s): (Pass in 3 History Units)

Co-requisite(s): Nil

Exclusion(s): (EDDDE3011)

ASCED: 070301

Description of the Unit:

This unit is designed to introduce pre-service teachers to the History 7-10 Secondary curriculum and prepares them to use curriculum frameworks to design teaching sequences and effective teaching and learning approaches. It includes a focus on the pedagogical approaches used to plan, teach and assess in History. Pre-service teachers will learn about historical concepts and the nature of historical inquiry and ways to assess student learning in History. Pre-service teachers will reflect on their developing philosophy and identity as teachers of History and the dispositions required for effective teaching and will also examine issues related to the teaching of History.

Grade Scheme: Graded (HD, D, C, P, MF, F, XF)

Work Experience:

No work experience

Placement Component: No

Supplementary Assessment: Yes

Where supplementary assessment is available a student must have failed overall in the Unit but gained a final mark of 45 per cent or above, has completed all major assessment tasks (including all sub-components where a task has multiple parts) as specified in the Unit Description and is not eligible for any other form of supplementary assessment.

Course Level:

Level of Unit in Course	AQF Level of Course					
	5	6	7	8	9	10
Introductory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intermediate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advanced	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Learning Outcomes:

Knowledge:

- K1.** Demonstrate knowledge and understanding of the content, concepts and structure of History as a curriculum area, including curriculum capabilities.
- K2.** Demonstrate understanding of how to select and organize content to plan for learning in History.
- K3.** Understand the pedagogical approaches for effective teaching and learning in History, including strategies for supporting literacy and numeracy development.
- K4.** Critique historical research principles, differing perspectives on History and methods of historical inquiry including the role of primary and secondary sources.
- K5.** Demonstrate understanding of data, assessment and reporting strategies for assessing student learning.
- K6.** Identify a range of resources and tools, including ICT, which can be developed and integrated to assist effective teaching and student learning in History.
- K7.** Reflect on the dispositions required to be effective teachers of History.
- K8.** Identify issues related to teaching in History.

Skills:

- S1.** Design effective curriculum design, pedagogy and assessment approaches that develop learners understandings and skills as identified in current curriculum policies and frameworks.
- S2.** Apply literacy and numeracy strategies in the teaching of History.
- S3.** Design lesson plans and learning goals and sequences integrating knowledge of the History curriculum, student learning and assessment.
- S4.** Apply effective teaching strategies and practices, including those that cater for the needs of diverse learners.
- S5.** Identify issues related to teaching in History and implications for teaching.
- S6.** Critically reflect on research and teaching practice, and engage in discussion about how to effectively support student learning in History.

Application of knowledge and skills:

- A1.** Conduct an inquiry into an issue associated with learning and teaching within the specialization of History.
- A2.** Design a series of lessons appropriate for a Year 7- 10 History class including teaching and critically reflecting on one of the lessons.

Unit Content:

Curriculum, assessment and reporting knowledge for teaching History

An examination of the content and teaching strategies used in History and ways to plan learning sequences and lessons

Building pedagogical content knowledge as a teacher of History

Understanding of historical concepts and skills such as: historical inquiry; chronology; timelines; interpretation and perspectives; and analysis and use of primary and secondary sources in the classroom Strategies for supporting literacy and numeracy teaching in History

Approaches for differentiating teaching in History to meet the specific needs of students from diverse backgrounds, and to engage students in their learning.

Examination of the resources, including ICT, that can be used to support learning and teaching in History Inquiry into contemporary educational issues and debates about the teaching of History

FEDTASKS

Federation University Federation recognises that students require key transferable employability skills to prepare them for their future workplace and society. FEDTASKS (**T**ransferable **A**tttributes **S**kills and **K**nowledge) provide a targeted focus on five key transferable Attributes, Skills, and Knowledge that are embedded within curriculum, developed gradually towards successful measures and interlinked with cross-discipline and Co-operative Learning opportunities. *One or more FEDTASK, transferable Attributes, Skills or Knowledge must be evident in the specified learning outcomes and assessment for each FedUni Unit, and all must be directly assessed in each Course.*

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 1 Interpersonal	Students will demonstrate the ability to effectively communicate, inter-act and work with others both individually and in groups. Students will be required to display skills in-person and/or online in: <ul style="list-style-type: none"> Using effective verbal and non-verbal communication Listening for meaning and influencing via active listening Showing empathy for others Negotiating and demonstrating conflict resolution skills Working respectfully in cross-cultural and diverse teams. 	Not applicable	Not applicable
FEDTASK 2 Leadership	Students will demonstrate the ability to apply professional skills and behaviours in leading others. Students will be required to display skills in: <ul style="list-style-type: none"> Creating a collegial environment Showing self-awareness and the ability to self-reflect Inspiring and convincing others Making informed decisions Displaying initiative 	Not applicable	Not applicable
FEDTASK 3 Critical Thinking and Creativity	Students will demonstrate an ability to work in complexity and ambiguity using the imagination to create new ideas. Students will be required to display skills in: <ul style="list-style-type: none"> Reflecting critically Evaluating ideas, concepts and information Considering alternative perspectives to refine ideas Challenging conventional thinking to clarify concepts Forming creative solutions in problem solving. 	Not applicable	Not applicable

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 4 Digital Literacy	Students will demonstrate the ability to work fluently across a range of tools, platforms and applications to achieve a range of tasks. Students will be required to display skills in: <ul style="list-style-type: none"> • Finding, evaluating, managing, curating, organising and sharing digital information • Collating, managing, accessing and using digital data securely • Receiving and responding to messages in a range of digital media • Contributing actively to digital teams and working groups • Participating in and benefiting from digital learning opportunities. 	Not applicable	Not applicable
FEDTASK 5 Sustainable and Ethical Mindset	Students will demonstrate the ability to consider and assess the consequences and impact of ideas and actions in enacting ethical and sustainable decisions. Students will be required to display skills in: <ul style="list-style-type: none"> • Making informed judgments that consider the impact of devising solutions in global economic environmental and societal contexts • Committing to social responsibility as a professional and a citizen • Evaluating ethical, socially responsible and/or sustainable challenges and generating and articulating responses • Embracing lifelong, life-wide and life-deep learning to be open to diverse others • Implementing required actions to foster sustainability in their professional and personal life. 	Not applicable	Not applicable

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K4, K7, K8, S5, S6, A1	Critically synthesise research and literature to inquire into an issue related to teaching and learning in History and present implications for professional practice.	Essay	40-50%
K1, K2, K3, K4, K5, K6, S1, S2, S3, S4, S5, A2	Design a sequence of lessons for teaching History (7-10) that demonstrates an ability to integrate knowledge of curriculum, History teaching strategies, student learning, assessment and resources, to engage and support diverse students learning. Select one lesson from the sequence to teach a specific historical skill and write a critical self-reflection that draws on feedback.	Curriculum Design and Teaching Performance	50-60%

Adopted Reference Style:

APA ()

Refer to the [library website](#) for more information

Fed Cite - [referencing tool](#)