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 curriculum 7 -10 and prepares them to use curriculum frameworks to design teaching sequences and effective teaching and learning approaches when teaching History. 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.

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

Work Experience:

Not wholly work experience: Student is not undertaking work experience in industry or student is undertaking work experience in industry where learning and performance is directed by the provider.

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	☐	☐	☐	☐	☐	☐

Level of Unit in Course	AQF Level of Course					
	5	**6**	**7**	**8**	**9**	**10**
Intermediate	☐	☐	☐	☐	☐	☐
Advanced	☐	☐	✔	☐	☐	☐

Learning Outcomes:

Knowledge:

K1. Explore the content, concepts and structure of the History curriculum.

K2. Demonstrate how to select and organize content to plan for learning in History.

K3. Examine key approaches for teaching History, including strategies used to support literacy and numeracy development.

K4. Recognise historical research principles, differing perspectives on History and methods of historical inquiry including the role of primary and secondary sources.

K5. Recognise strategies for assessing student learning, including the role of data and reporting processes.

Skills:

S1. Design effective curriculum design, pedagogy and assessment approaches that develop learner's understandings and skills as identified in current curriculum policies and frameworks.

S2. Apply literacy and numeracy strategies in the teaching of History.

S3. Organise content into an effective learning and teaching sequence that includes assessment strategies and the selection of a range of resources including ICT that engage students in their learning.

S4. Apply effective teaching strategies and practices, including those that cater for the needs of diverse learners, and use ICT to expand curriculum learning opportunities for students.

S5. Make informed judgements about student work and how to provide feedback.

S6. Critically reflect on teaching practice and engage in discussion about how to effectively support student learning in History.

Application of knowledge and skills:

A1. Inquire into an issue related to teaching and learning in History and present implications for teaching.

A2. Teach a lesson demonstrating knowledge and understanding of the content and teaching strategies of the History discipline and include a critical self-reflection that draws on feedback.

A3. Design and present a curriculum unit, including lesson plans, that applies planning skills, content knowledge, pedagogical understandings, assessment strategies and policy knowledge.

Unit Content:

Topics to be covered

- 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.
- Understanding of historical concepts 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 learning needs of students.
- Examination of the resources, including ICT, that can be used to expand curriculum learning opportunities for students to engage them in History.
- Inquiry into contemporary educational issues and debates about the teaching of History.

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K4, S6, A1. APST 2.1	Inquire into an issue related to teaching and learning in History and present implications for teaching.	Essay	20-30%
K1, K2, K3, S1, S2, S4, S6, A2. APST 2.1, 2.3, 3.1, 3.3, 3.5 4.1 4.2	Teach a lesson, or component of a lesson, demonstrating knowledge and understanding of the content and teaching strategies of the History discipline and include a critical self-reflection that draws on feedback.	Teaching presentation and written self-reflection	25-30%
K1, K2, K3, K4, K5, S1, S3, S4, S5, A3. APST 2.1, 2.2, 2.3, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1 5.1	Design a curriculum unit, including lesson plans, that applies planning skills, content knowledge, selection of resources including ICT, pedagogical understandings and assessment strategies.	Curriculum Design	40-50%

Alignment to the Minimum Co-Operative Standards (MiCS)

The Minimum Co-Operative Standards (MiCS) are an integral part of the Co-Operative University Model. Seven criteria inform the MiCS alignment at a Course level. Although Units must undertake MiCS mapping, there is NO expectation that Units will meet all seven criteria. The criteria are as follows:

1. Co-design with industry and students
2. Co-develop with industry and students
3. Co-deliver with industry
4. FedTASK alignment
5. Workplace learning and career preparation
6. Authentic assessment
7. Industry-link/Industry facing experience

MiCS Course level reporting highlights how each Course embraces the principles and practices associated with the Co-Operative Model. Evidence of Course alignment with the MiCS, can be captured in the Course Modification Form.

MICS Mapping has been undertaken for this Unit   No

Date:

Adopted Reference Style:

APA

Refer to the library website for more information

Fed Cite - referencing tool

Professional Standards / Competencies:

Australian Professional Standards for Teachers (AITSL) - Graduate Teacher: Initial

Attribute	Assessed	Level
Professional Knowledge		
2. Know the content and how to teach it		
2.1 Content and teaching strategies of the teaching area Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.	Yes	Advanced
2.2 Content selection and organisation Organise content into an effective learning and teaching sequence.	Yes	Advanced
2.3 Curriculum, assessment and reporting Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	Yes	Advanced
2.5 Literacy and numeracy strategies Know and understand literacy and numeracy teaching strategies and their application in teaching areas.	Yes	Advanced
2.6 Information and Communication Technology (ICT) Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.	Yes	Advanced
Professional Practice		
3. Plan for and implement effective teaching and learning		
3.1 Establish challenging learning goals Set learning goals that provide achievable challenges for students of varying abilities and characteristics.	Yes	Advanced
3.2 Plan, structure and sequence learning programs Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.	Yes	Advanced
3.3 Use teaching strategies Include a range of teaching strategies.	Yes	Advanced
3.4 Select and use resources Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.	Yes	Advanced
3.5 Use effective classroom communication Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.	Yes	Advanced

4. Create and maintain supportive and safe learning environments

4.1 Support student participation Identify strategies to support inclusive student participation and engagement in classroom activities.	Yes	Advanced
4.2 Manage classroom activities Demonstrate the capacity to organise classroom activities and provide clear directions.	Yes	Advanced

5. Assess, provide feedback and report on student learning

5.1 Assess student learning Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.	Yes	Advanced
5.2 Provide feedback to students on their learning Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.	Yes	Advanced