

# Unit Outline (Higher Education)

**Institute / School:** Institute of Education, Arts & Community

**Unit Title:** HUMANITIES CURRICULUM 1

**Unit ID:** EDBED3035

**Credit Points:** 15.00

**Prerequisite(s):** (Pass in 3 Humanities Courses)

**Co-requisite(s):** Nil

**Exclusion(s):** (EDDDE3020)

**ASCED:** 070301

## Description of the Unit:

This unit is designed to enable pre-service teachers to develop teaching and learning strategies that are specific to the teaching of humanities and social sciences. Pre-service teachers develop their understandings of key concepts such as global understanding, historical knowledge and understanding, environmental awareness and the economy and enterprise skills. These concepts are explored in light of contemporary teaching approaches and pedagogies. This unit promotes the specific teaching of skills and the development of continuums based on curriculum documentation to ensure specific feedback and assessment. The unit investigates the content knowledge from years 7-10 of Geography, History, Economics and the connections with concepts of Civics and Citizenship

**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

**CourseLevel:**

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 understandings of the concepts, substance, and structure of the humanities.
- K2.** Identify a range of resources and tools, including ICT, which can be developed and acquired to assist the effective teaching and student learning in humanities and expand learning opportunities for students.
- K3.** Apply curriculum frameworks for organising and sequencing lessons for student learning.
- K4.** Identify the way literacy and numeracy skills can be developed among students in the humanities.
- K5.** Apply knowledge of formative and assessment strategies as a means of monitoring student progress in the humanities.
- K6.** Understand ways to give feedback on student work and how assessment of work informs future teaching practice.
- K7.** Identify teaching strategies for differentiation that cater for the strengths and learning needs of diverse learners.

#### Skills:

- S1.** Demonstrate skills and strategies in planning for learning, teaching explicitly and evaluating Humanities curriculum.
- S2.** Apply subject curriculum frameworks to assist planning and skill development in Humanities that incorporates effective assessment methods.
- S3.** Apply effective teaching and learning strategies in Humanities.
- S4.** Make informed judgements about student work and how to provide feedback, and use this to modify teaching practice.
- S5.** Critically reflect on teaching practice, respond to feedback and learn in ongoing ways about the nature of effective teaching.

#### Application of knowledge and skills:

- A1.** Critically analyse and give feedback on a student work sample and write a response of implications for future teaching.
- A2.** Teach a lesson to peers demonstrating various pedagogical approaches and resources and include a written evaluation based on feedback.
- A3.** Design a sequence of lessons for teaching the Humanities that demonstrates an awareness of designing, implementing and evaluating curriculum, and that demonstrates understanding of effective teaching and assessment practices to support student learning.

#### Unit Content:

##### Topics to be covered

- Humanities content and concepts related to history, geography, economics, business, civics and citizenship, including the structure and content of the teaching area.
- The role of the Humanities in assisting students to learn about the world and about social and civic

responsibilities.

- Teaching strategies and the selection of resources, including ICT, to support student learning in the Humanities.
- Teaching strategies to support literacy and numeracy teaching within Humanities.
- The exploration of the contested nature of the Humanities and an understanding of the discipline in contemporary teaching contexts.
- An examination of relevant curriculum planning frameworks and ways to use curriculum, assessment and reporting knowledge to design learning sequences and lessons.
- Approaches for differentiating teaching to meet the learning needs of students with a range of abilities.
- Strategies for assessment and strategic use of data to inform student learning in the Humanities.

### Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K6, S1, S4, S5, A1 APST 2.1, 5.1, 5.2, 5.4	Critically analyse and give feedback on a student work sample and write a response of implications for future teaching.	Analysis of student work.	15-25%
K1, K3, K7, S1, S2, S3, S4, A2 APST 2.1, 2.3, 3.1, 3.3, 3.5	Teach a lesson , or component of a lesson, to peers demonstrating various pedagogical approaches and resources and include a written evaluation based on feedback.	Teaching Presentation and written self-evaluation.	30-40%
K1, K2, K3, K4, K5, K7, S1, S2, S3, S4, A3 APST 2.1, 2.2, 2.3, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 5.1	Design a sequence of lessons for teaching the Humanities that demonstrates an awareness of designing, implementing and evaluating curriculum, and that demonstrates understanding of effective teaching and assessment practices to support student learning.	Curriculum design and accompanying lesson plans and resources	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

## 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

## 5.4 Interpret student data

Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.

Yes

Advanced