

# Unit Outline (Higher Education)

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

**Unit Title:** HISTORY CURRICULUM 2

**Unit ID:** EDBED3132

**Credit Points:** 15.00

**Prerequisite(s):** (EDBED3032)

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

**Exclusion(s):** (EDBED3023 and EDDDE3011)

**ASCED:** 070301

## Description of the Unit:

This unit is designed to introduce students to the History curriculum for secondary levels and prepares pre-service teachers to use policy documents, curriculum frameworks and guidelines to effectively design, teach and assess learning experiences in History. It includes a focus on sequencing effective lessons and processes for assessment and requires PSTs to teach a lesson and develop a unit of work for secondary History, while also exploring contemporary policies and practices for teaching and learning in History. It examines historical concepts associated with the process of historical inquiry.

**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	<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.** Extend knowledge and understanding of the historical concepts, skills, substance and structure of History at secondary level and the way to design effective teaching and learning sequences using curriculum frameworks.
- K2.** Examine, evaluate and apply resources and strategies (including ICT) used to support teaching and learning in History at the secondary level.
- K3.** Demonstrate understanding of strategies for supporting the teaching of literacy and numeracy in History, particularly at the secondary level.
- K4.** Demonstrate ability to use teaching strategies and effective classroom communication to support student learning, across a range of abilities.
- K5.** Apply understandings of assessment strategies to support student learning and monitor student progress, particularly at the secondary level.
- K6.** Demonstrate understanding of how reflection and evaluation of practice can inform professional learning.
- K7.** Demonstrate an ability to articulate a teaching philosophy.

#### Skills:

- S1.** Inquiry into practice for teaching and articulate views on History teaching.
- S2.** Apply knowledge of the concepts, structure and content of History and curriculum frameworks at secondary level to design effective learning sequences, challenging goals and processes for assessment.
- S3.** Demonstrate skills in applying teaching strategies and classroom communication.
- S4.** Design and manage teaching and learning activities that support student understanding of key historical concepts as outlined in secondary curriculum frameworks.
- S5.** Identify areas for ongoing development and learning as a teacher and identify processes to engage in ongoing professional learning.

#### Application of knowledge and skills:

- A1.** Present a paper which articulates a philosophy for teaching History.
- A2.** Teach a lesson designed for the secondary level of History and critically reflect on feedback.
- A3.** Design a unit of learning and resources, including assessment for a secondary level in History.

#### Unit Content:

##### Topics to be covered

- Concepts, content, structure and substance of curriculum planning frameworks across the secondary level.
- Development of skills in using curriculum frameworks to design, implement and evaluate effective learning and teaching sequences and activities.
- Exploration of ways to interpret classroom data and to monitor and assess students at the secondary level.

- Examination and evaluation of resources (including ICT) to support the teaching of History across the secondary level.
- Investigation into the way curriculum frameworks, policies and assessment are enacted in school contexts.
- Exploration of the way teachers engage in ongoing professional learning to improve their teaching and support student learning.
- Evaluation of teaching skills to support student learning.

### Graduate Attributes

The Federation University Federation graduate attributes (GA) are entrenched in the [Higher Education Graduate Attributes Policy](#) (LT1228). FedUni graduates develop these graduate attributes through their engagement in explicit learning and teaching and assessment tasks that are embedded in all FedUni Courses. Graduate attribute attainment typically follows an incremental development process mapped through Course progression. **One or more graduate attributes must be evident in the specified learning outcomes and assessment for each FedUni Unit, and all attributes must be directly assessed in each Course**

Graduate attribute and descriptor		Development and acquisition of GAs in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
GA 1 Thinkers	Our graduates are curious, reflective and critical. Able to analyse the world in a way that generates valued insights, they are change makers seeking and creating new solutions.	S1, A1	AT1
GA 2 Innovators	Our graduates have ideas and are able to realise their dreams. They think and act creatively to achieve and inspire positive change.	S4, A2	AT2
GA 3 Citizens	Our graduates engage in socially and culturally appropriate ways to advance individual, community and global well-being. They are socially and environmentally aware, acting ethically, equitably and compassionately.	S5	AT2
GA 4 Communicators	Our graduates create, exchange, impart and convey information, ideas, and concepts effectively. They are respectful, inclusive and empathetic towards their audience, and express thoughts, feelings and information in ways that help others to understand.	S1, A2	AT1, AT2
GA 5 Leaders	Our graduates display and promote positive behaviours, and aspire to make a difference. They act with integrity, are receptive to alternatives and foster sustainable and resilient practices.	K7, S1	AT1

### Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K6, K7, S1, S5, A1. APST 2.1	Write a paper that outlines your approach to teaching and assessing History.	Teaching Philosophy	15-20%
K1, K2, K4, K6, S2, S3, S4, S5, A2 APST 2.1, 2.2, 2.3, 3.1, 3.3, 3.5, 4.1	Teach a lesson designed for a secondary level of History and critically reflect on feedback	Teaching performance and written self-reflection	30-40%
K1, K2, K3, K4, K5, 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, 4.1, 5.1	Design a unit of learning and resources, including assessment for a secondary level in History.	History sequence of learning including rationale, lesson plans, process for assessment and resources.	40-50%

**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

#### 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