

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:

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.** 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.

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K5, K7, S3, S4, A1	Select a senior secondary History unit and employing the Understanding by Design (UbD) planning model complete a unit plan overview identifying the specific learning outcomes and demonstrating your pedagogical content knowledge. Using this overview plan and teach a lesson designed for the senior secondary (11-12) level of History and critically reflect on feedback to inform future planning and practice.	Planning for Teaching Performance	40-50%
K1, K2, K3, K4, K5, K6, S1, S2, S3, S4, S5, A2, A3	Using the UbD unit overview 'backwards design' a curriculum planner that demonstrates knowledge of the senior secondary History (11-12) curriculum, assessment and student learning needs. The planner should include lesson overviews, teaching, assessment and feedback strategies and supporting resources (including ICT), connections to subject-specific literacy and numeracy, and inclusive practices.	Developing professional Curriculum Resource.	50-60%

Adopted Reference Style:

APA ()

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

 Fed Cite - [referencing tool](#)