

Unit Outline (Higher Education)

Institute / School: Institute of Education, Arts & Community

Unit Title: Humanities Curriculum 2

Unit ID: EDDDE3121

Credit Points: 15.00

Prerequisite(s): (EDBED3035 or EDDDE3020)

Co-requisite(s): Nil

Exclusion(s): (EDDDE3120)

ASCED: 070301

Description of the Unit:

This unit is designed to further develop pre-service teachers skills in relation to assessment and teaching strategies in the Humanities. The unit has an emphasis on planning for student engagement and learning in Humanities, with a particular focus on senior secondary teaching. The course focuses on building the content knowledge and curriculum frameworks of relevant senior secondary units and examines ways to foster critical thinking in students about the Humanities. It explores effective teaching and learning strategies and the way formative and summative assessments can be used to monitor student progress at senior secondary level.

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 concepts, substance and structure of the Humanities, particularly at senior secondary level.
- K2.** Examine, evaluate and apply resources and strategies (including ICT) used to support teaching and learning in the Humanities at the senior secondary level.
- K3.** Demonstrate knowledge, understanding and the ability to apply curriculum frameworks at the senior secondary level, in order to design effective learning and teaching sequences.
- K4.** Demonstrate knowledge and strategies for supporting the teaching of literacy and numeracy in the Humanities, particularly at the senior secondary level.
- K5.** Demonstrate ability to use teaching strategies and effective classroom communication to support student learning, across a range of abilities.
- K6.** Apply understandings of assessment strategies to support student learning and monitor student progress, particularly at the senior secondary level.
- K7.** Demonstrate understandings of the role of evaluation of teaching practice, continued professional learning and the implications for student learning.
- K8.** Demonstrate an ability to examine policy and practice in the Humanities at the senior secondary level.

Skills:

- S1.** Explore the way Humanities is taught in a variety of contexts and settings, including at the senior secondary level, and evaluate the effectiveness of different approaches.
- S2.** Apply knowledge of the concepts, structure and content of the Humanities at senior secondary level to design effective learning sequences and challenging goals.
- S3.** Demonstrate skills in applying teaching strategies and classroom communication to support learning for students of all abilities.
- S4.** Apply curriculum planning frameworks to design learning and assessment sequences.
- S5.** Examine policy and practice in different contexts related to the teaching of Humanities, including at the senior secondary level.

Application of knowledge and skills:

- A1.** Inquire into how the Humanities is delivered and structured in different contexts and evaluate the effectiveness of this.
- A2.** Teach a professional learning session to peers that demonstrates knowledge of the concepts, content and structure of the Humanities and which uses effective teaching strategies, resources and communication. Reflect critically on this teaching based on feedback.
- A3.** Design a sequence of learning, including resources and assessment, for the senior secondary level of the Humanities.

Unit Content:

Topics may include:

1. Extending knowledge and understanding of the concepts, substance and structure of the content and teaching strategies in the Humanities, particularly at the senior secondary level
2. Applying skills in using senior secondary curriculum frameworks to design, implement and evaluate effective learning and teaching sequences
3. Applying knowledge of ways to interpret a range of classroom evidence and data to monitor and assess student learning at the senior secondary level
4. A critical examination of resources that can be used to support teaching in the Humanities at the senior secondary level
5. Reflection on the effectiveness of ICT in the Humanities classroom and how it would be used to enhance student learning
6. Investigation into the way that curriculum frameworks are enacted in school contexts
7. Critical reflection on professional learning needs
8. Examination of how the Humanities enables students to learn about the world and their roles as citizens.

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K4, K6, K7, S1, S3, S5, A1, A2	Select a senior secondary Humanities discipline and employing the Understanding by Design (UbD) planning model complete a unit plan overview identifying the specific learning outcomes and demonstrating pedagogical content knowledge and understanding of student learning, policy and practice. Use this overview to design an appropriate senior secondary assessment task and rubric. Present task and rubric to peers and receive feedback to inform future practice.	Unit plan overview and assessment task design	40-50%
K1, K2, K3, K4, K5, K6, K8, S1, S2, S3, S4, A2, A3	Using the UbD unit overview 'backwards design' a learning and teaching sequence for a senior SOSE / Humanities discipline (10-12) that demonstrates knowledge of the concepts, structure and content of the curriculum and assessment and prepares senior secondary learners for the summative assessment task. The planner should include a lesson overviews, teaching, assessment and feedback strategies and supporting resources (including ICT), connections to subject-specific literacy and numeracy, and inclusive practices	Development of a Curriculum Planner and professional resource.	50-60%

Adopted Reference Style:

APA ()

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