

# Unit Outline (Higher Education)

<b>Institute / School:</b>	Institute of Education, Arts & Community
<b>Unit Title:</b>	HISTORY CURRICULUM 1
<b>Unit ID:</b>	EDMAS6011
<b>Credit Points:</b>	15.00
<b>Prerequisite(s):</b>	(Students wishing to undertake this course must have completed the required level of undergraduate study in the appropriate discipline areas)
<b>Co-requisite(s):</b>	Nil
<b>Exclusion(s):</b>	Nil
<b>ASCED:</b>	070105

## Description of the Unit:

This course is designed to introduce pre-service teachers to the History 7-10 Secondary curriculum and prepares them to use curriculum frameworks to design teaching sequences and effective teaching and learning approaches. 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. Pre-service teachers will reflect on their developing philosophy and identity as teachers of History and the dispositions required for effective teaching and will also examine issues related to the teaching of History.

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

## Work Experience:

No work experience: Student is not undertaking work experience in industry.

**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	■	■	■	■	■	■
Intermediate	■	■	■	■	■	■
Advanced	■	■	■	■	✓	■

**Learning Outcomes:**
**Knowledge:**

- K1.** Demonstrate knowledge and understanding of the content, concepts and structure of History as a curriculum area, including curriculum capabilities.
- K2.** Demonstrate understanding of how to select and organize content to plan for learning in History.
- K3.** Understand the pedagogical approaches for effective teaching and learning in History, including strategies for supporting literacy and numeracy development.
- K4.** Critique historical research principles, differing perspectives on History and methods of historical inquiry including the role of primary and secondary sources.
- K5.** Demonstrate understanding of data, assessment and reporting strategies for assessing student learning.
- K6.** Identify a range of resources and tools, including ICT, which can be developed and integrated to assist effective teaching and student learning in History.
- K7.** Reflect on the dispositions required to be effective teachers of History.
- K8.** Identify issues related to teaching in History.

**Skills:**

- S1.** Design effective curriculum design, pedagogy and assessment approaches that develop learners understandings and skills as identified in current curriculum policies and frameworks.
- S2.** Apply literacy and numeracy strategies in the teaching of History.
- S3.** Design lesson plans and learning goals and sequences integrating knowledge of the History curriculum, student learning and assessment.
- S4.** Apply effective teaching strategies and practices, including those that cater for the needs of diverse learners.
- S5.** Identify issues related to teaching in History and implications for teaching.
- S6.** Critically reflect on research and teaching practice, and engage in discussion about how to effectively support student learning in History.

**Application of knowledge and skills:**

- A1.** Conduct an inquiry into an issue associated with learning and teaching within the specialization of History.
- A2.** Design a series of lessons appropriate for a Year 7- 10 History class including teaching and critically reflecting on one of the lessons.

**Unit Content:**

Topics may include:

- 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

- Building pedagogical content knowledge as a teacher of History
- Understanding of historical concepts and skills 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 specific needs of students from diverse backgrounds, and to engage students in their learning.
- Examination of the resources, including ICT, that can be used to support learning and teaching in History
- Inquiry into contemporary educational issues and debates about the teaching of History

## FEDTASKS

Federation University Federation recognises that students require key transferable employability skills to prepare them for their future workplace and society. FEDTASKS (**T**ransferable **A**tttributes **S**kills and **K**nowledge) provide a targeted focus on five key transferable Attributes, Skills, and Knowledge that are embedded within curriculum, developed gradually towards successful measures and interlinked with cross-discipline and Co-operative Learning opportunities. *One or more FEDTASK, transferable Attributes, Skills or Knowledge must be evident in the specified learning outcomes and assessment for each FedUni Unit, and all must be directly assessed in each Course.*

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 1 Interpersonal	Students at this level will demonstrate an advanced ability in a range of contexts to effectively communicate, interact and work with others both individually and in groups. Students will be required to display high level skills in-person and/or online in: <ul style="list-style-type: none"> <li>• Using and demonstrating a high level of verbal and non-verbal communication</li> <li>• Demonstrating a mastery of listening for meaning and influencing via active listening</li> <li>• Demonstrating and showing empathy for others</li> <li>• High order skills in negotiating and conflict resolution skills</li> <li>• Demonstrating mastery of working respectfully in cross-cultural and diverse teams.</li> </ul>	Not applicable	AT2
FEDTASK 2 Leadership	Students at this level will demonstrate a mastery in professional skills and behaviours in leading others. <ul style="list-style-type: none"> <li>• Creating and sustaining a collegial environment</li> <li>• Demonstrating a high level of self-awareness and the ability to self-reflect and justify decisions</li> <li>• Inspiring and initiating opportunities to lead others</li> <li>• Making informed professional decisions</li> <li>• Demonstrating initiative in new professional situations</li> </ul>	S4	AT2
FEDTASK 3 Critical Thinking and Creativity	Students at this level will demonstrate high level skills in working in complexity and ambiguity using the imagination to create new ideas. Students will be required to display skills in: <ul style="list-style-type: none"> <li>• Reflecting critically to generate and consider complex ideas and concepts at an abstract level</li> <li>• Analysing complex and abstract ideas, concepts and information</li> <li>• Communicate alternative perspectives to justify complex ideas</li> <li>• Demonstrate a mastery of challenging conventional thinking to clarify complex concepts</li> <li>• Forming creative solutions in problem solving to new situations for further learning</li> </ul>	S5, S6, K4, K6	AT1, AT2

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 4 Digital Literacy	Students at this level will demonstrate the ability to work competently across a wide range of tools, platforms and applications to achieve a range of tasks. Students will be required to display skills in: <ul style="list-style-type: none"> <li>• Mastering, exploring, evaluating, managing, curating, organising and sharing digital information professionally</li> <li>• Collating, managing complex data, accessing and using digital data securely</li> <li>• Receiving and responding professionally to messages in a range of professional digital media</li> <li>• Contributing competently and professionally to digital teams and working groups</li> <li>• Participating at a high level in digital learning opportunities</li> </ul>	K6	AT2
FEDTASK 5 sustainable and Ethical Mindset	Students at this level will demonstrate a mastery of considering and assessing the consequences and impact of ideas and actions in enacting professional ethical and sustainable decisions. Students will be required to display skills in: <ul style="list-style-type: none"> <li>• Demonstrate informed judgment making that considers the impact of devising complex solutions in ambiguous global economic environmental and societal contexts</li> <li>• Professionally committing to the promulgation of social responsibility</li> <li>• Demonstrate the ability to evaluate ethical, socially responsible and/or sustainable challenges and generating and articulating responses</li> <li>• Communicating lifelong, life-wide and life-deep learning to be open to the diverse professional others</li> <li>• Generating, leading and implementing required actions to foster sustainability in their professional and personal life.</li> </ul>	K1	AT1, AT2

### Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K4, K7, K8, S5, S6, A1, APST: 1.2	Critically synthesise research and literature to inquire into an issue related to teaching and learning in History and present implications for professional practice.	Essay	40-50%
K1, K2, K3, K4, K5, K6, S1, S2, S3, S4, S5, A2, APST: 2.1, 2.2, 2.3, 2.5, 3.1, 3.2, 3.3, 3.5, 5.1, 6.3	Design a sequence of lessons for teaching History (7-10) that demonstrates an ability to integrate knowledge of curriculum, History teaching strategies, student learning, assessment and resources, to engage and support diverse students learning. Select one lesson from the sequence to teach a specific historical skill and write a critical self-reflection that draws on feedback.	Curriculum Design and Teaching Performance	50-60%

### 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](#)