

Unit Outline (Higher Education)

Institute / School: Institute of Education, Arts & Community

Unit Title: History Curriculum 2

Unit ID: EDMAS6111

Credit Points: 15.00

Prerequisite(s): (EDMAS6011)

Co-requisite(s): Nil

Exclusion(s): Nil

ASCED: 070105

Description of the Unit:

This course outlines and examines the History curriculum for senior 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 examines historical concepts associated with the process of historical inquiry and focuses on the development of pre-service teacher's strong pedagogical content knowledge to support and engage diverse learners. The course continues to build on pre-service teacher's knowledge of planning, structuring and sequencing effective lessons and processes for assessment and reporting, requiring PSTs to teach a lesson and develop a curriculum planner for senior secondary History. Pre-service teachers will build on their teaching and communication strategies and will be supported to reflect on, evaluate and improve their lessons and learning sequences using a variety of tools.

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

Learning Outcomes:**Knowledge:**

- K1.** Extend knowledge and understanding of the concepts, substance and structure of History, particularly at senior secondary level.
- K2.** Critically examine, evaluate and use resources (including ICT) and strategies to support teaching and learning in History at the senior secondary level.
- K3.** Demonstrate knowledge and understanding of curriculum frameworks, particularly at the senior secondary level and ways these are used to design effective learning and teaching sequences.
- K4.** Extend knowledge of strategies for supporting the teaching of literacy and numeracy in History.
- K5.** Demonstrate understanding of teaching strategies, effective classroom communication and activities to support learning for students of varying abilities.
- K6.** Demonstrate understanding of the policy and assessment requirements at senior secondary level, and be able to design learning sequences with assessment practices that monitor student progress.
- K7.** Critically reflect on teaching practice and evaluate progress to inform ongoing learning.

Skills:

- S1.** Inquire into policy and practice for teaching and assessing History at the senior secondary level.
- S2.** Apply knowledge of the concepts, structure and content of senior secondary History frameworks to design learning sequences that cater for student learning needs.
- S3.** Demonstrate skills in applying teaching strategies and classroom communication to support student learning.
- S4.** Design and manage teaching and learning activities that support student understanding of key historical concepts as outlined in senior secondary curriculum frameworks.
- S5.** Design learning and assessment sequences that monitor and support student learning.
- S6.** Identify areas for ongoing development and learning as a teacher and identify processes to engage in ongoing professional learning.
- S7.** Apply understandings of how to interpret classroom data, and how to monitor and assess students at the senior secondary level.
- S8.** Reflect on the dispositions required to engage in professional learning and to be an effective teacher.

Application of knowledge and skills:

- A1.** Design and deliver a History lesson for senior secondary with attention to reflection and peer feedback.
- A2.** Create a curriculum plan for senior History.

Unit Content:

Topics may include:

1. Concepts, content, structure and substance of curriculum planning frameworks at the senior secondary level

2. Development of skills in using curriculum frameworks to design, implement and evaluate effective learning and teaching sequences and activities
3. Exploration of ways to interpret classroom data and to monitor and assess students at the senior secondary level
4. Investigation into the way curriculum frameworks, policies and assessment are enacted in school contexts
5. Exploration of the way teachers engage in ongoing professional learning to improve their teaching and support student learning
6. Evaluation of teaching skills to support student learning.

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: • Using and demonstrating a high level of verbal and non-verbal communication • Demonstrating a mastery of listening for meaning and influencing via active listening • Demonstrating and showing empathy for others • High order skills in negotiating and conflict resolution skills\\ • Demonstrating mastery of working respectfully in cross-cultural and diverse teams.	K5, S3,	AT1
FEDTASK 2 Leadership	Students at this level will demonstrate a mastery in professional skills and behaviours in leading others. • Creating and sustaining a collegial environment • Demonstrating a high level of self -awareness and the ability to self-reflect and justify decisions • Inspiring and initiating opportunities to lead others • Making informed professional decisions • Demonstrating initiative in new professional situations.	S6, S4,	AT1, AT2

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
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: • Reflecting critically to generate and consider complex ideas and concepts at an abstract level • Analysing complex and abstract ideas, concepts and information • Communicate alternative perspectives to justify complex ideas • Demonstrate a mastery of challenging conventional thinking to clarify complex concepts • Forming creative solutions in problem solving to new situations for further learning.	K1,S2,	AT1, AT2
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: • Mastering, exploring, evaluating, managing, curating, organising and sharing digital information professionally • Collating, managing complex data, accessing and using digital data securely • Receiving and responding professionally to messages in a range of professional digital media • Contributing competently and professionally to digital teams and working groups • Participating at a high level in digital learning opportunities.	K2,	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: • Demonstrate informed judgment making that considers the impact of devising complex solutions in ambiguous global economic environmental and societal contexts • Professionally committing to the promulgation of social responsibility • Demonstrate the ability to evaluate ethical, socially responsible and/or sustainable challenges and generating and articulating responses • Communicating lifelong, life-wide and life-deep learning to be open to the diverse professional others • Generating, leading and implementing required actions to foster sustainability in their professional and personal life	K5, S2,	AT1, AT2

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K5, K7, S3, S4, S6, S8, A1; APST: 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.5, 4.2	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, S7, A2; APST: 2.1, 2.2, 2.3, 2.6, 3.1, 3.2, 3.4, 4.1, 5.1	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](#)