

Course Outline (Higher Education)

School:	School of Education
Course Title:	HISTORY CURRICULUM 2
Course ID:	EDMAS6111
Credit Points:	15.00
Prerequisite(s):	EDMAS 6011
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED Code:	070105

Description of the Course :

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 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 senior 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, etc.)

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 course but gained a final mark of 45 per cent or above and submitted all major assessment tasks..

Program Level:

AQF Level of Program						
	5	6	7	8	9	10
Level						
Introductory	■	■	■	■	■	■
Intermediate	■	■	■	■	■	■
Advanced	■	■	■	■	✓	■

Learning Outcomes:

Knowledge:

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- 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.** Inquire into the policy and practice of teaching and assessing History at senior secondary level.
- A2.** Teach a lesson designed for the senior secondary level of History and critically reflect on feedback.
- A3.** Design a unit of learning and resources, including assessment for the senior secondary level in History.

Course Content:

Topics may include:

- Concepts, content, structure and substance of curriculum planning frameworks at the senior 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 senior secondary level
- Exploration of ways to interpret classroom data and to monitor and assess students at the senior secondary level
- Investigation into the way curriculum frameworks, policies and assessment are enacted in school

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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.

Values:

- V1.** Engage in critical reflection on teaching practice for ongoing professional learning
- V2.** Believe that all students can learn
- V3.** Engage in collaborative discussion and reflection on teaching and learning.

Graduate Attributes:

FedUni graduate attributes statement. To have graduates with knowledge, skills and competence that enable them to stand out as critical, creative and enquiring learners who are capable, flexible and work ready, and responsible, ethical and engaged citizens.

Attribute	Brief Description	Focus
Knowledge, skills and competence	This course develops PST knowledge, skills and competence in applying curriculum frameworks to design learning experiences for senior secondary levels of History	High
Critical, creative and enquiring learners	The course has a focus on evaluating and critically reflecting on teaching and on ongoing professional learning for PSTs	High
Capable, flexible and work ready	Through completing this course PSTs are prepared for their work in schools and have the knowledge and skills to plan, teach and assess learning in History	High
Responsible, ethical and engaged citizens	The course explores historical skills and how the study of them builds understanding of how History shapes our past, present and future	High

Learning Task and Assessment:

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, K6, S1, S7	Inquire into the policy and practice of teaching and assessing History at senior secondary level using classroom observations and research as the basis for identifying key factors	Report	20-30%
K1, K5, K7, S3, S4, S6, S8	Plan and teach a lesson designed for the senior secondary level of History and critically reflect on feedback	Teaching Performance	30-40%
K1, K2, K3, K4, K5, K6, S2, S3, S4, S5, S7	Design a sequence of learning for History including lesson plans, teaching and assessment strategies and supporting resources	Curriculum Design	40-50%

Adopted Reference Style:

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APA