



# EDCU20043 Teaching Humanities and Social Sciences

## Term 3 - 2021

Profile information current as at 25/04/2024 08:38 am

All details in this unit profile for EDCU20043 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

## General Information

### Overview

This unit develops pre-service teachers' knowledge and understanding of the content and disciplinary approaches to teaching and learning in the four Australian Curriculum Learning Areas that constitute the Humanities and Social Sciences in primary school settings. You will develop an applied understanding of the integral place of ICTs in contemporary geographical inquiries related to physical and human aspects of place and space using a Geographical inquiry approach through the Australian Curriculum: Geography (Year 1-6). You will reflect on the knowledge base necessary to structure historical inquiry and teach historical literacy skills that support learners in developing evidence-informed explanations of past events through the Australian Curriculum: History (Year 1- 6). You will investigate political and legal systems, and explore the nature of citizenship, diversity and identity in contemporary society through exploring the Australian Curriculum: Civics and Citizenship (Year 3-6). You will develop consumer and financial literacy skills, enterprising capabilities, and the ability to make responsible and informed decisions through engagement with the Australian Curriculum: Business and Economics (Year 5-6). Learning and assessment activities in this unit promote further development of teachers as beginning professionals by consolidating their understandings, practical skills and dispositions for innovation and evaluation of classroom practice, planning and assessment.

### Details

Career Level: *Postgraduate*

Unit Level: *Level 9*

Credit Points: 6

Student Contribution Band: 7

Fraction of Full-Time Student Load: 0.125

### Pre-requisites or Co-requisites

There are no requisites for this unit.

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

### Offerings For Term 3 - 2021

- Online

### Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

### Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

## Class and Assessment Overview

### Recommended Student Time Commitment

Each 6-credit Postgraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

### Class Timetable

#### [Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

#### [Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

### Assessment Overview

#### 1. **Written Assessment**

Weighting: 50%

#### 2. **Group Work**

Weighting: 50%

### Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

## CQUniversity Policies

**All University policies are available on the [CQUniversity Policy site](#).**

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

## Previous Student Feedback

### Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

#### Feedback from Student feedback

##### **Feedback**

Double study load doesn't do justice to the depth and importance of HASS. Also, the quantity of information is surely too much for just one unit. Maybe this course could somehow be split into two units so students are not overwhelmed with information.

##### **Recommendation**

These comments are reflected each year. Unfortunately, the structure and intensive nature of both the Masters course and the HASS unit itself does not allow for more time or for the unit to be split. Feedback ratings indicate that students are still engaged with the unit despite the issues of intensity. The lecturer will continue to explain that this unit is designed to provide an overview of teaching in the area of HASS and provide resources for further engagement.

## Unit Learning Outcomes

### **On successful completion of this unit, you will be able to:**

1. Identify key ideas, contemporary influences and conflicting perspectives on curriculum development in the humanities and social science learning areas
2. Analyse the content of the humanities and social science learning areas to identify implications for practice and professional learning
3. Synthesise understandings of the knowledge, practice and dispositions of teaching in the humanities and social science
4. Select source materials, activities and teaching strategies for learning in the humanities and social science learning areas that develop students' empathy and understanding of their world; focus on societies, events, movements and developments; and promote learning as an active and informed citizen
5. Design inquiry learning that integrates knowledge, understanding and skills from the curriculum
6. Identify ICTs that encourage student participation and interaction and provide opportunities for accessing, constructing and communicating knowledge beyond the immediate environment

Successful completion of this unit provides opportunities for you to demonstrate the Australian Professional Standards for Teachers focus areas of:

#### **1.1 Physical, social and intellectual development and characteristics of students**

#### **1.2 Understand how students learn**

#### **1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds**

#### **2.1 Content and teaching strategies of the teaching area**

#### **2.2 Content selection and organisation**

#### **2.3 Curriculum, assessment and reporting**

#### **2.6 Information and Communication Technology (ICT)**

#### **3.3 Use teaching strategies**

#### **3.4 Select and use resources**

#### **4.1 Support student participation**

#### **6.4 Apply professional learning and improve student learning**



## Textbooks and Resources

### Textbooks

EDCU20043

#### Prescribed

#### Teaching Humanities and Social Sciences: History, Geography, Economics & Citizenship in the Australian Curriculum

Edition: 7 (2020)

Authors: Rob Gilbert, Libby Tudball, Peter Brett (Editors)

Cengage Learning Australia

South Melbourne, Victoria, Australia

ISBN: 9780170424165

Binding: Paperback

#### Additional Textbook Information

This is also an ebook of this text available for students who prefer an electronic version.

[View textbooks at the CQUniversity Bookshop](#)

### IT Resources

#### You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

## Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

**Karena Menzie-Ballantyne** Unit Coordinator

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## Schedule

### Week 1 - 08 Nov 2021

Module/Topic	Chapter	Events and Submissions/Topic
<b>Topic 1:</b> Humanities and Social Sciences	Chapters 1 & 2 (pp. 30-39 & 51-55)	
<b>Topic 2:</b> Inquiry Learning	Chapter 4	

### Week 2 - 15 Nov 2021

Module/Topic	Chapter	Events and Submissions/Topic
<b>Topic 3:</b> History - Part 1	Chapters 10 & 11	
<b>Topic 4:</b> History - Part 2	Chapters 10 & 11	

### Week 3 - 22 Nov 2021

Module/Topic	Chapter	Events and Submissions/Topic
<b>Topic 5:</b> Geography - Part 1	Chapters 12 & 13	
<b>Topic 6:</b> Geography - Part 2	Chapters 12 & 13	

**Week 4 - 29 Nov 2021**

Module/Topic	Chapter	Events and Submissions/Topic
<b>Topic 7:</b> Civics and Citizenship (years 3 to 6)	Chapter 15	
<b>Topic 8:</b> Economics and Business (years 5 & 6)	Chapter 14	

**Non-teaching week - 06 Dec 2021**

Module/Topic	Chapter	Events and Submissions/Topic
<b>Topic 9:</b> Incorporating the Cross Curriculum Priorities into HASS	Chapters 16, 17 & 18	
<b>Topic 10:</b> Developing the General Capabilities through HASS	Chapters 2 (pp. 41-50), 5 (131-138), 7 & 8	

**Week 5 - 13 Dec 2021**

Module/Topic	Chapter	Events and Submissions/Topic
<b>Topic 11:</b> Planning, integration and assessment	Chapters 5 (pp. 114-131), 3 & 15	<b>Analysing the Australian Humanities and Social Sciences Curriculum</b> Due: Week 5 Tuesday (14 Dec 2021) 11:45 pm AEST
<b>Topic 12:</b> Using ICTs and exploring useful resources	Chapter 9	

**Week 6 - 20 Dec 2021**

Module/Topic	Chapter	Events and Submissions/Topic

**Non-teaching week - 27 Dec 2021**

Module/Topic	Chapter	Events and Submissions/Topic

**Week 7 - 03 Jan 2022**

Module/Topic	Chapter	Events and Submissions/Topic

**Week 8 - 10 Jan 2022**

Module/Topic	Chapter	Events and Submissions/Topic

**Week 9 - 17 Jan 2022**

Module/Topic	Chapter	Events and Submissions/Topic

**Week 10 - 24 Jan 2022**

Module/Topic	Chapter	Events and Submissions/Topic
		<b>Planning for Inquiry Learning</b> Due: Week 10 Monday (24 Jan 2022) 11:45 pm AEST

**Week 11 - 31 Jan 2022**

Module/Topic	Chapter	Events and Submissions/Topic

**Week 12 - 07 Feb 2022**

Module/Topic	Chapter	Events and Submissions/Topic

**Exam Week - 14 Feb 2022**

Module/Topic	Chapter	Events and Submissions/Topic

## Term Specific Information

### **Structure of the Term:**

**Please, note that the content of Term 3 units is delivered in various ways (some in intensive mode over the first 6 weeks of the Term). Each unit's timetable was created to best deliver its unique content and prepare you to complete assessment tasks effectively, as well as allow some 'downtime' prior to the commencement of the placement for Professional Praxis 3 and the commencement of university Term 1 2022.**

To allow this to happen, some on-line Zoom Tutorial sessions will be conducted over 6 weeks straight with a class occurring in 'non-teaching week' - That is, Week 1 - 4, Non-Teaching Week & Week 5

**Due to the nature of a diverse unit delivery, it is important that you organise your personal diary in order for you to keep up and realise that you should double the usual time allocation to a unit during the intensive mode period for those units.**

*Please, see the Moodle site for each unit for further information.*

## Assessment Tasks

### 1 Analysing the Australian Humanities and Social Sciences Curriculum

#### **Assessment Type**

Written Assessment

#### **Task Description**

This task requires you to analyse the Humanities and Social Sciences (HASS) curriculum in terms of the Alice Springs (Mparntwe) Education Declaration's goal that all young Australians be active and informed members of their local and global communities.

For this task you will need to examine Goal 2 of the Declaration (outlined on pages 6 to 8) and analyse the aims, structure, content and achievement standards of the HASS curriculum to determine how they are addressing this goal. Your response should be no more than 2000 words and should be organised according to the headings in steps 1 to 5 outlined below, using the questions provided as guidance. You must include references to the curriculum, unit materials and other readings to support your discussion and evaluation.

#### **Format for developing your assessment response**

##### **1. Introduction**

Overall introduction to the curriculum and how it attempts to address the goal of active and informed community membership.

##### **2. Organisation of the curriculum document**

- How is the curriculum structured?
- What content, concepts and skills are specified as the focus for learning?
- How is the content arranged to specify when it will be learned?
- What are the intended outcomes of the learning?
- How will learning be assessed?

##### **3. Social, political and cultural influences**

Identify any key social, political or cultural influences that you think have informed the development of the curriculum and explain how it responds to the priorities of learning in the 21<sup>st</sup> Century, globalised world. Discuss any problems or issues that might affect the learning outcomes for different student groups as a result of these influences.

##### **4. View of learners, learning and teaching**

Summarise the view of learners and learning embedded in the curriculum. What learning theories are evident? What role is implied for teachers? How might teachers' professional learning influence their approach to the curriculum and their students' outcomes? How does the curriculum prepare learners for transition from schooling to the world of work and participation in wider society?

##### **5. Evaluation**

Evaluate the success of the curriculum in terms of meeting Goal 2 of the Alice Springs (Mparntwe) Declaration and addressing the needs of diverse student groups and individuals.

#### **Assessment Due Date**

Week 5 Tuesday (14 Dec 2021) 11:45 pm AEST

## Return Date to Students

Feedback on this assessment will be provided in sufficient time to allow for academic support and advice as necessary to inform students' responses to the next assessment task.

### Weighting

50%

### Assessment Criteria

Knowledge of the content and structure of the Humanities and Social Sciences curriculum  
Understanding of social, political or cultural influences on curriculum development  
Understanding of the view of learners and learning embedded in the curriculum  
Understanding of the implication of teachers' professional learning on student outcomes  
Evaluation of the success of the curriculum in meeting Goal 2 of the Alice Springs (Mparntwe) curriculum  
Use of academic writing style and APA referencing

### Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

### Submission

Online

### Learning Outcomes Assessed

- Identify key ideas, contemporary influences and conflicting perspectives on curriculum development in the humanities and social science learning areas
- Analyse the content of the humanities and social science learning areas to identify implications for practice and professional learning
- Synthesise understandings of the knowledge, practice and dispositions of teaching in the humanities and social science

### Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Research
- Ethical and Professional Responsibility

## 2 Planning for Inquiry Learning

### Assessment Type

Group Work

### Task Description

**You may undertake this assessment individually or in a pair**

Select year level 3, 4, 5 or 6 from the Australian Humanities and Social Sciences Curriculum.

Adapt an inquiry question from your chosen year level or create your own. Use this question to shape an integrated inquiry that investigates one knowledge and understanding content descriptor from each strand relevant to that year level, (for example Year 4: History (ACHASSK083), Geography (ACHASSK089) and Civics and Citizenship (ACHASSK093) and overtly focuses on one interdisciplinary concept (for example, place and space).

Select four sources (primary or secondary) that you think would be effective in engaging learners in an inquiry to answer this question. Then identify resources and activities, including appropriate ICTs, you would use to help students analyse, evaluate and pose questions on the sources you have chosen and collaborate, in both online and classroom contexts.

You must provide bibliographic details or copies of the chosen sources, resources and activities and justify their selection in terms of answering the inquiry question and developing the target content descriptors and interdisciplinary concept. In addition you must show how each of the four groupings of a source, resources and activities develop one of the inquiry and skills content descriptors in your chosen year level (for example: Year 4, questioning, (ACHASSI073)).

You must also outline a number of assessment strategies that could be used to make judgements about the students' knowledge, understandings and skill development throughout the inquiry process. The assessment strategies should include formative and informal processes and a suggested summative assessment tool.

Your Inquiry may be presented in a form of your choice (e.g. webpage, concept map, powerpoint, table, etc).

### Assessment Due Date

Week 10 Monday (24 Jan 2022) 11:45 pm AEST

### Return Date to Students

Feedback on this final assessment response will be provided following moderation and prior to the Date of Certification of Grades for the term.

**Weighting**

50%

**Assessment Criteria**

Selection of sources, resources and activities that reflect content, concept and skills of the curriculum

Selection of sources, resources and activities that develop students' empathy and understanding of their world

Selection of sources, resources and activities that support inclusive classroom practice

Selection of sources, resources and activities that promote active and informed community membership

Application of appropriate teaching strategies for inquiry-based learning

Understanding of the use of ICTs to promote collaborative learning and support inquiry

**Referencing Style**

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

**Submission**

Online Group

**Learning Outcomes Assessed**

- Analyse the content of the humanities and social science learning areas to identify implications for practice and professional learning
- Synthesise understandings of the knowledge, practice and dispositions of teaching in the humanities and social science
- Select source materials, activities and teaching strategies for learning in the humanities and social science learning areas that develop students' empathy and understanding of their world; focus on societies, events, movements and developments; and promote learning as an active and informed citizen
- Design inquiry learning that integrates knowledge, understanding and skills from the curriculum
- Identify ICTs that encourage student participation and interaction and provide opportunities for accessing, constructing and communicating knowledge beyond the immediate environment

**Graduate Attributes**

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Research
- Self-management
- Ethical and Professional Responsibility
- Leadership

## Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

### What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

### Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

### Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

### What can you do to act with integrity?



#### Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



#### Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



#### Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem