



# EDCU20043 Teaching Humanities and Social Sciences

## Term 3 - 2023

Profile information current as at 03/05/2024 09:47 pm

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 - 2023

- 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**

Format and timing of recording sessions

##### **Recommendation**

An after hours time slot has been requested for 2023 and all sessions will be recorded.

## 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 in teaching about Aboriginal and Torres Strait Islander histories, cultures and languages
3. Synthesise understandings of the knowledge, practice and dispositions for teaching in the humanities and social science learning areas to identify opportunities for professional learning
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 literacy and numeracy and 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:

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

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

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

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

#### **2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non Indigenous Australians**

#### **2.5 Literacy and numeracy strategies**

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

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

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

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

#### **5.1 Assess student learning**



## Alignment of Learning Outcomes, Assessment and Graduate Attributes

 N/A Level	 Introductory Level	 Intermediate Level	 Graduate Level	 Professional Level	 Advanced Level
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### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes					
	1	2	3	4	5	6
<b>1 - Written Assessment - 50%</b>	•	•	•			
<b>2 - Group Work - 50%</b>		•	•	•	•	•

### Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes					
	1	2	3	4	5	6
<b>1 - Knowledge</b>						
<b>2 - Communication</b>						
<b>3 - Cognitive, technical and creative skills</b>						
<b>4 - Research</b>						
<b>5 - Self-management</b>						
<b>6 - Ethical and Professional Responsibility</b>						
<b>7 - Leadership</b>						
<b>8 - Aboriginal and Torres Strait Islander Cultures</b>						

## 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

There are both paperback and electronic versions of this text available.

[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

[k.menzie-ballantyne@cqu.edu.au](mailto:k.menzie-ballantyne@cqu.edu.au)

## Schedule

### Tutorial 1 (CQU Week 1) - 06 Nov 2023

Module/Topic	Chapter	Events and Submissions/Topic
Teaching HASS: Content, concepts and skills	Chapter 1, 2 & 5	

### Tutorial 2 (CQU Week 2) - 13 Nov 2023

Module/Topic	Chapter	Events and Submissions/Topic
Exploring the sub-strands: History and the Cross Curriculum Priority of Aboriginal and Torres Strait Islander Histories and Cultures	Chapters 10 & 11 Chapter 16	

### Tutorial 3 (CQU Week 3) - 20 Nov 2023

Module/Topic	Chapter	Events and Submissions/Topic
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Exploring the sub-strands: Geography and the Cross Curriculum Priority of Asia and Australia's Engagement with Asia

Chapters 12 & 13  
Chapter 17

#### **Tutorial 4 (CQU Week 4) - 27 Nov 2023**

Module/Topic	Chapter	Events and Submissions/Topic
Exploring the sub-strands: Civics and Citizenship	Chapter 15	

#### **Tutorial 5 (CQU Break Week) - 04 Dec 2023**

Module/Topic	Chapter	Events and Submissions/Topic
Exploring the sub-strands: Economics and Business and the Cross Curriculum Priority of Sustainability	Chapters 14 & 18	

#### **Tutorial 6 (CQU Week 5) - 11 Dec 2023**

Module/Topic	Chapter	Events and Submissions/Topic
Fostering global competence through HASS and the General Capabilities	Chapter 2, pages 41-55 Chapters 7 & 8	<b>Analysing the Australian F-6 HASS Curriculum</b> Due: Week 5 Tuesday (12 Dec 2023) 11:55 pm AEST

#### **No class (CQU Week 6) - 18 Dec 2023**

Module/Topic	Chapter	Events and Submissions/Topic
No class		

#### **No class (University closure) - 25 Dec 2023**

Module/Topic	Chapter	Events and Submissions/Topic
No class		

#### **Tutorial 7 (CQU Week 7) - 01 Jan 2024**

Module/Topic	Chapter	Events and Submissions/Topic
Planning an integrated inquiry	Chapters 3, 4 & 5	

#### **Tutorial 8 (CQU Week 8) - 08 Jan 2024**

Module/Topic	Chapter	Events and Submissions/Topic
Using ICTs in HASS and useful resources	Chapter 9	

#### **Tutorial 9 (CQU Week 9) - 15 Jan 2024**

Module/Topic	Chapter	Events and Submissions/Topic
Assessing content, concepts and skills in an integrated inquiry	Chapter 6	

#### **Week 10 - 22 Jan 2024**

Module/Topic	Chapter	Events and Submissions/Topic
		<b>Planning an integrated inquiry</b> Due: Week 10 Monday (22 Jan 2024) 11:55 pm AEST

#### **Week 11 - 29 Jan 2024**

Module/Topic	Chapter	Events and Submissions/Topic

#### **Week 12 - 05 Feb 2024**

Module/Topic	Chapter	Events and Submissions/Topic

#### **Exam Week - 12 Feb 2024**

Module/Topic	Chapter	Events and Submissions/Topic

## Term Specific Information

### Important note about the structure of this unit:

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 deliver its unique content best 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 2023.

To allow this to happen, some online 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 take a look at the Moodle site for each unit for more information.

## Assessment Tasks

### 1 Analysing the Australian F-6 HASS Curriculum

#### Assessment Type

Written Assessment

#### Task Description

This task requires you to analyse the Australian F-6 HASS curriculum (Version 9) 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, concepts and achievement standards of the HASS curriculum to determine how they are addressing this goal.

Your response should be no more than 2000 words (The word count is considered from the first word of the introduction to the last word of the conclusion. It excludes the cover page, references, and any appendices. It includes in-text references and direct quotations).

Your assignment should be organised according to the headings in steps 1 to 5 below, using the questions provided as guidance. You must include references to the curriculum and relevant academic 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 F-6 HASS curriculum

- 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. View of learners, learning and teaching in the HASS curriculum

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?

#### 4. Social, political and cultural influences in the HASS curriculum and their impact on global competence

Identify any key social, political and/or cultural influences you think have been included in or informed the development of the HASS curriculum and explain how inclusion of these influences could help build global competence. Identify and discuss any problems or issues that might affect the learning outcomes for different student groups as a result of these influences. How does the HASS curriculum prepare learners for the transition from schooling to the world of work and participation in wider society?

#### 5. Evaluation

Evaluate the success of the curriculum in 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 (12 Dec 2023) 11:55 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 aims, structure, concepts, content and achievement standards of the Australian F-6 HASS curriculum  
Identification of social, political and/or cultural influences and their potential impact on global competence  
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 in teaching about Aboriginal and Torres Strait Islander histories, cultures and languages
- Synthesise understandings of the knowledge, practice and dispositions for teaching in the humanities and social science learning areas to identify opportunities for professional learning

## 2 Planning an integrated inquiry

### Assessment Type

Group Work

### Task Description

Select year level 3, 4, 5 or 6 from the Australian F-6 HASS curriculum (Version 9).

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 (AC9HS4K01), Geography (AC9HSK06) and Civics and Citizenship (AC9HSK09)) and overtly focuses on one interdisciplinary concept (for example, interconnections).

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 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
- developing understanding of the target content descriptors and interdisciplinary concept
- developing students' empathy and understanding of their world
- fostering active and informed community membership

In addition you must show how each of the four groupings of a source, resources and activities develop one of the inquiry skills content descriptors in your chosen year level (for example: Year 4, interpreting, analysing and evaluating (AC9HS4S04)).

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

You may develop your inquiry individually or with a partner and it may be presented in a form of your choice (e.g. table, webpage, Powerpoint, etc).

### Assessment Due Date

Week 10 Monday (22 Jan 2024) 11:55 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**

Justification of how selected sources, resources and activities develop knowledge and understanding of content, concept and skills

Justification of how selected sources, resources and activities develop students' empathy and understanding of their world

Justification of how selected sources, resources and activities support inclusive classroom practice

Justification of how selected sources, resources and activities promote active and informed community membership

Application of appropriate teaching strategies for inquiry-based learning

Understanding of the use of ICTs to promote collaborative inquiry learning

**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 in teaching about Aboriginal and Torres Strait Islander histories, cultures and languages
- Synthesise understandings of the knowledge, practice and dispositions for teaching in the humanities and social science learning areas to identify opportunities for professional learning
- 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 literacy and numeracy and 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.

## 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