

In Progress

Please note that this Unit Profile is still in progress. The content below is subject to change.



EDEC29002 *Connecting Children to the World through Humanities and Social Science* Curriculum

Term 3 - 2023

Profile information current as at 05/10/2023 06:01 am

All details in this unit profile for EDEC29002 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

Identity development and the formation of active informed citizens are fundamental goals for the education of all young Australians. These goals are reflected in curriculum documents and frameworks that guide the teaching practice of early childhood teachers in education and care settings and in the early years of formal schooling. In this unit, you will interpret and compare curriculum documents for the ways in which views of children and their connections to the world are constructed. You will review contemporary literature to evaluate and recommend pedagogies that support continuity of learning and transitions to formal schooling for young children and their engagement with the concepts, substance and structure of the Australian Curriculum for Humanities and Social Sciences (HASS). You will create and justify practical resources for teaching HASS from Foundation to Year 2 by constructing an annotated bibliography of books, artefacts, people and places that present opportunities for developing children's literacy and numeracy capabilities at the same time as they acquire knowledge and understanding of content from the Geography and History strands of the curriculum. Your annotated bibliography will be compiled as a pedagogical resource that includes teaching strategies and learning activities for using the resources in early years classrooms to support the inclusive participation, engagement of, and respect for learners from diverse social and cultural backgrounds, including children who identify as Aboriginal and Torres Strait Islander peoples.

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

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

Moodle

Recommendation

Continue to refine the materials provided for students

Unit Learning Outcomes

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

1. Compare curriculum documents to identify similarities and differences in approaches to identity formation and building young children's agency and understanding of the world
2. Research and recommend pedagogical approaches that support the transitions of young children to formal schooling and their inclusive participation and engagement in learning the concepts, substance and structure of the Humanities and Social Sciences curriculum
3. Evaluate the approach adopted in contemporary curriculum frameworks to addressing the educational goals for young Australians and supporting improved educational outcomes for Aboriginal and Torres Strait Islander children and families
4. Select resources and design teaching strategies and activities for learning in the Humanities and Social Sciences that promote literacy and numeracy development and learners' sense of identity, agency, responsibility and understanding of their interconnections with the world
5. Justify approaches to resource selection, teaching and learning that support inclusive participation and engagement for all children and promote respect for Aboriginal and Torres Strait Islander peoples cultures, histories and languages.

Learning outcomes and assessment in this unit provide opportunities for students to engage with content and practices in the Australian Professional Standards for Teachers (Graduate Stage) 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
- 1.4 Strategies for teaching Aboriginal and Torres Strait Islander students
- 2.1 Content and teaching strategies of the teaching area
- 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
- 3.3 Use teaching strategies
- 4.1 Support student participation
- 4.5 Use ICT safely, responsibly and ethically

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
1 - Critical Review - 50%	•	•	•		
2 - Annotated bibliography - 50%		•		•	•

Alignment of Graduate Attributes to Learning Outcomes

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

Textbooks and Resources

Information for Textbooks and Resources has not been released yet.

This information will be available on Monday 16 October 2023

Academic Integrity Statement

Information for Academic Integrity Statement has not been released yet.

This unit profile has not yet been finalised.