



## COURSE OUTLINE

EDU316

# Teaching HASS in Primary School

**Course Coordinator:** Tracey Sanderson (tsander2@usc.edu.au) **School:** School of Education and Tertiary Access

2022 | Semester 1

USC Sunshine Coast  
USC Moreton Bay  
USC Fraser Coast

**BLENDED  
LEARNING**

Most of your course is on campus but you may be able to do some components of this course online.

Online

**ONLINE**

You can do this course without coming onto campus.

*Please go to the USC website for up to date information on the teaching sessions and campuses where this course is usually offered.*

## 1. What is this course about?

### 1.1. Description

You will develop a thorough understanding of the content and scope of the Australian History and Geography curricula for primary schools. You will develop an understanding of historical perspectives, especially those of Aboriginal and Torres Strait Islander peoples and how diverse Australians have contributed to nation building. You will conceptualise, plan, and design learning and teaching for students in these curricula areas. You will consider how the wider community can assist with your work as a history and geography teacher as well as your own professional growth.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
<b>BLENDED LEARNING</b>			
<b>Learning materials</b> – You are required to engage with online learning materials, associated activities and required/recommended course reading materials accessed through Canvas and using the required textbooks.	1hr	Week 1	10 times
<b>Tutorial/Workshop 1</b> – A blended learning approach is used to deliver this course, including a mix of synchronous and asynchronous materials and activities accessed through Canvas. This course will be supported by face-to-face on-campus tutorials.	2hrs	Week 1	10 times
<b>Seminar</b> – Online	1hr	Week 3	6 times
<b>Independent Study/Research</b> – In addition to engaging with the online learning materials, tutorial/workshop hours and completion of assessment tasks, you are required to engage in self-directed learning using other course materials via Canvas and engage with current research/readings via USC library databases, required/recommended textbooks and resources. You are expected to cover HASS content knowledge applicable to Years P-6.	3hrs	Week 1	10 times
<b>ONLINE</b>			
<b>Learning materials</b> – You are required to engage with online learning materials, associated activities and required/recommended course reading materials accessed through Canvas and using the required textbooks.	1hr	Week 1	10 times
<b>Tutorial/Workshop 1</b> – An online learning approach is used to deliver this course, including a mix of synchronous and asynchronous materials and activities accessed through Canvas. This course will be supported by online tutorials via Zoom.	2hrs	Week 1	10 times
<b>Seminar</b> – Online	1hr	Week 3	6 times
<b>Independent Study/Research</b> – In addition to engaging with the online learning materials, tutorial/workshop hours and completion of assessment tasks, you are required to engage in self-directed learning using other course materials via Canvas and engage with current research/readings via USC library databases, required/recommended textbooks and resources. You are expected to cover HASS content knowledge applicable to Years P-6.	3hrs	Week 1	10 times

1.3. Course Topics

- The Australian Curriculum: History and Social Science (HASS)
- HASS content knowledge, including Indigenous histories and cultures
- Planning HASS lessons and learning sequences using inquiry
- Literacy, numeracy and ICT in HASS
- Controversial issues and fieldwork in HASS
- Impact of culture, cultural identity and linguistic background in HASS teaching
- Assessment design, marking, reporting and reflection for practice improvement
- Evaluating your identity as a HASS teacher

## 2. What level is this course?

300 Level (Graduate)

Demonstrating coherence and breadth or depth of knowledge and skills. Independent application of knowledge and skills in unfamiliar contexts. Meeting professional requirements and AQF descriptors for the degree. May require pre-requisites where discipline specific introductory or developing knowledge or skills is necessary. Normally undertaken in the third or fourth full-time study year of an undergraduate program.

## 3. What is the unit value of this course?

12 units

## 4. How does this course contribute to my learning?

COURSE LEARNING OUTCOMES	GRADUATE QUALITIES MAPPING	PROFESSIONAL STANDARD MAPPING
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...	Australian Institute for Teaching and School Leadership
<p>1 Identify and apply primary HASS content and the pedagogical foundation of inquiry.</p>	<p>Knowledgeable Empowered</p>	<p>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 3.7 - Engage parents / carers in the educative process</p>
<p>2 Identify and apply teaching and learning strategies, literacy and numeracy, ICT, assessment and reporting within the context of primary HASS curriculum.</p>	<p>Knowledgeable Empowered</p>	<p>2.3 - Curriculum, assessment and reporting 2.5 - Literacy and numeracy strategies 2.6 - Information and Communication Technology (ICT) 3.4 - Select and use resources 3.6 - Evaluate and improve teaching programs</p>
<p>3 Identify and apply inquiry and skills development in primary HASS.</p>	<p>Creative and critical thinker Empowered</p>	<p>1.1 - Physical, social and intellectual development and characteristics of students 1.2 - Understand how students learn 2.2 - Content selection and organisation 3.5 - Use effective classroom communication 3.6 - Evaluate and improve teaching programs</p>
<p>4 Plan and explain learning activities and assessment that engage learners in HASS inquiry.</p>	<p>Creative and critical thinker Empowered</p>	<p>1.1 - Physical, social and intellectual development and characteristics of students 1.2 - Understand how students learn 2.3 - Curriculum, assessment and reporting 3.1 - Establish challenging learning goals 3.2 - Plan, structure and sequence learning programs 3.3 - Use teaching strategies 3.4 - Select and use resources 3.5 - Use effective classroom communication</p>

COURSE LEARNING OUTCOMES	GRADUATE QUALITIES MAPPING	PROFESSIONAL STANDARD MAPPING
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...	Australian Institute for Teaching and School Leadership
5 Reflect and analyse HASS content and pedagogical professional learning needs and developing identity as a primary HASS teacher.	Creative and critical thinker Empowered	6.1 - Identify and plan professional learning needs 6.2 - Engage in professional learning and improve practice 6.3 - Engage with colleagues and improve practice 6.4 - Apply professional learning and improve student learning 7.4 - Engage with professional teaching networks and broader communities

## 5. Am I eligible to enrol in this course?

Refer to the [USC Glossary of terms](#) for definitions of “pre-requisites, co-requisites and anti-requisites”.

### 5.1. Pre-requisites

Enrolled in Program ED303, ED304, ED306

### 5.2. Co-requisites

Not applicable

### 5.3. Anti-requisites

Not applicable

### 5.4. Specific assumed prior knowledge and skills (where applicable)

Not applicable

## 6. How am I going to be assessed?

### 6.1. Grading Scale

Standard Grading (GRD)

High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL).

### 6.2. Details of early feedback on progress

The first assessment task will provide early low weighted feedback on course progress.

### 6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Oral and Written Piece	Individual	20%	4 slides written Presentation 3 minutes – in class	Refer to Format	Online Assignment Submission with plagiarism check
All	2	Examination	Individual	30%	50 minutes	Week 7	In Class
All	3	Portfolio	Individual	50%	2500 words	Week 10	Online Assignment Submission with plagiarism check

### All - Assessment Task 1: HASS content and pedagogical knowledge

<b>GOAL:</b>	The goal of this task is to demonstrate your ability to identify and apply HASS content and teaching strategies to a professional audience.													
<b>PRODUCT:</b>	Oral and Written Piece													
<b>FORMAT:</b>	<p>You will be allocated, in week 1, a school and year level (F-4) to form a teaching team of four. Your task, as a teaching team, will be to devise ways to engage students in HASS by attending to the sequence of learning from F-4 at the school in a negotiated content area. You will illustrate the development of student HASS inquiry, skills, knowledge and understanding from F-4 at your school. This development will also consider physical, social, and intellectual development of students and reflect the school data*. You will develop four PowerPoint Slides for your year level to contribute to your team's presentation. Your team aims to improve student learning through a collegiate presentation.</p> <p>Slide 1: Update for teachers on contemporary knowledge and understanding in HASS</p> <p>Slide 2: Teaching and learning strategies to engage students in inquiry and skills for the year level and school</p> <p>Slide 3: How is the learning of HASS sequenced? Demonstrate your understanding of physical, social, and intellectual development and the characteristics of your year level and school. How will this affect student learning and HASS skill development?</p> <p>Slide 4: References and Resources: Academic references, teacher resources for the classroom and for teacher professional development, community/state resources/links related to the content area.</p> <p>You will submit the four PowerPoint slides for your year level as the written piece for this task -Monday 8 am Week 4. Your teaching team will then collaborate to collate the PowerPoint Slides into a presentation to be delivered in your Week 4 tutorial. Each team member will have 3 minutes to discuss their four Power Point slides.</p> <p>*School data will be accessed through My School (myschool.edu.au) – you will not contact your school for this task.</p>													
<b>CRITERIA:</b>	<table border="1"> <thead> <tr> <th>No.</th> <th>Learning Outcome assessed</th> </tr> </thead> <tbody> <tr> <td>1 Identify and apply HASS content and curriculum</td> <td>1</td> </tr> <tr> <td>2 Identify and apply HASS teaching and learning strategies</td> <td>2</td> </tr> <tr> <td>3 Identify and apply HASS inquiry and skill development</td> <td>3</td> </tr> <tr> <td>4 Creates communication using credible sources</td> <td>1 2 3</td> </tr> <tr> <td>5 Apply oral communication skills appropriate for the audience</td> <td>1 2 3</td> </tr> </tbody> </table>	No.	Learning Outcome assessed	1 Identify and apply HASS content and curriculum	1	2 Identify and apply HASS teaching and learning strategies	2	3 Identify and apply HASS inquiry and skill development	3	4 Creates communication using credible sources	1 2 3	5 Apply oral communication skills appropriate for the audience	1 2 3	
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### All - Assessment Task 2: Examination

<b>GOAL:</b>	The goal of this task is to demonstrate your ability to identify, apply and explain course topics.							
<b>PRODUCT:</b>	Examination							
<b>FORMAT:</b>	<p>An exam will provide you with the opportunity to provide evidence of your your ability to identify, apply and explain course topics that include:</p> <ul style="list-style-type: none"> <li>• The Australian Curriculum: History and Social Science (HASS)</li> <li>• HASS content knowledge, including Indigenous histories and cultures</li> <li>• Planning HASS lessons and learning sequences using inquiry</li> <li>• Literacy, numeracy and ICT in HASS</li> <li>• Impact of culture, cultural identity and linguistic background in HASS teaching</li> <li>• Assessment design, marking, reporting and reflection for practice improvement</li> <li>• Evaluating your identity as a HASS teacher</li> </ul> <p>The exam will be 50 minutes and will consist of multiple-choice and short answer questions.</p>							
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### All - Assessment Task 3: Fieldwork teaching and assessment portfolio

<b>GOAL:</b>	The goal of this task is to demonstrate your ability to identify, describe and explain the application of curriculum, pedagogy and assessment decision making in the context of Primary HASS.	
<b>PRODUCT:</b>	Portfolio	
<b>FORMAT:</b>	<p>You will create a portfolio recording evidence to showcase your development of an inquiry-based fieldwork task, lessons and assessment for Year 5 or Year 6 at your allocated school. You will consider HASS curriculum content, relevant achievement standard, school data, planning for learning and assessment. Explain and justify your pedagogical and discipline specific choices based on the Australian Curriculum and academic literature. You will reflect on the potential challenges you may face as a beginning teacher. You will create a brief unit plan and elaborate on three sequenced lessons from the plan.</p> <p>Your portfolio will include:</p> <p>School and class focus:</p> <ul style="list-style-type: none"> <li>• Analysis of the school data and profile, describing the implications on the chosen year level.</li> <li>• Identify the available classroom level data you would have available as the classroom teacher before teaching and assessment commences for this task.</li> <li>• Describe how you might use this data with your year level.</li> </ul> <p>Fieldwork and assessment task:</p> <ul style="list-style-type: none"> <li>• Describe the field work experience and assessment task, including curriculum connections</li> <li>• Include HASS achievement standard for relevant year level</li> <li>• Construct a brief ten-week unit plan situating the sequence of three lesson, fieldwork, and assessment task</li> </ul> <p>Sequence of three lessons:</p> <ul style="list-style-type: none"> <li>• Identify curriculum descriptions</li> <li>• Create objectives that are relevant and related to the subject and assessment</li> <li>• Demonstrate HASS specific pedagogy</li> <li>• Apply a range of teaching strategies and resources including literacy, numeracy, ICT. Include strategies to promote student participation and engagement.</li> </ul> <p>Professional knowledge and practice:</p> <ul style="list-style-type: none"> <li>• Reflect on the challenges and considerations required to achieve the fieldwork and task, from the perspective of a beginning teacher in the location</li> <li>• Analyse the challenges and explain ways you might improve your HASS teaching practice</li> <li>• Analyse and explain the value of a range of sources for professional knowledge and practice development, reflect on the role of the APST and professional feedback.</li> </ul>	
<b>CRITERIA:</b>	<b>No.</b>	<b>Learning Outcome assessed</b>
	1	Identify and apply HASS content and curriculum <span style="float: right;">1</span>
	2	Identify and apply HASS pedagogy, inquiry, skills development, literacy, numeracy and use of ICT to engage students. <span style="float: right;">2 3</span>
	3	Plan and explain data use, pedagogy and assessment decision making in HASS <span style="float: right;">4</span>
	4	Analyse and explain the value of teacher professional development in HASS <span style="float: right;">5</span>
	5	Create communication using credible sources <span style="float: right;">1 2 3 4 5</span>

## 7. Directed study hours

A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Directed study hours may vary by location. Student workload is calculated at 12.5 learning hours per one unit.

## 8. What resources do I need to undertake this course?

Please note: Course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Canvas site– Please log in as soon as possible.

## 8.1. Prescribed text(s) or course reader

Please note that you need to have regular access to the resource(s) listed below. Resources may be required or recommended.

REQUIRED?	AUTHOR	YEAR	TITLE	EDITION	PUBLISHER
Required	Rob Gilbert,Libby Tudball,Peter Brett	2020	Teaching Humanities & Social Sciences	7E	Cengage AU
Required	Christine Sleeter	2015	White Bread	n/a	Springer

## 8.2. Specific requirements

It is expected that all students will have access to electronic devices and suitable internet access to engage with the course materials. Bring Your Own Device (BYOD) is necessary for each tutorial session. Access to a mobile device with a camera and microphone is recommended. Exams will be undertaken using a BYOD.

## 9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the health and safety risks associated with your specific course of study and to familiarise yourself with the University's general health and safety principles by reviewing the [online induction training for students](#), and following the instructions of the University staff.

## 10. What administrative information is relevant to this course?

### 10.1. Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Canvas, are electronically checked through Turnitin. This software allows for text comparisons to be made between your submitted assessment item and all other work to which Turnitin has access.

### 10.2. Assessment: Additional Requirements

Eligibility for Supplementary Assessment

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

The final mark is in the percentage range 47% to 49.4%

The course is graded using the Standard Grading scale

You have not failed an assessment task in the course due to academic misconduct

### 10.3. Assessment: Submission penalties

Late submission of assessment tasks may be penalised at the following maximum rate:

- 5% (of the assessment task's identified value) per day for the first two days from the date identified as the due date for the assessment task.

- 10% (of the assessment task's identified value) for the third day - 20% (of the assessment task's identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task.

- A result of zero is awarded for an assessment task submitted after seven days from the date identified as the due date for the assessment task. Weekdays and weekends are included in the calculation of days late. To request an extension you must contact your course coordinator to negotiate an outcome.

### 10.4. SafeUSC

USC is committed to a culture of respect and providing a safe and supportive environment for all members of our community. For immediate assistance on campus contact SafeUSC by phone: [07 5430 1168](tel:0754301168) or using the [SafeZone](#) app. For general enquires contact the SafeUSC team by phone [07 5456 3864](tel:0754563864) or email [safe@usc.edu.au](mailto:safe@usc.edu.au).

The SafeUSC Specialist Service is a Student Wellbeing service that provides free and confidential support to students who may have experienced or observed behaviour that could cause fear, offence or trauma. To contact the service call [07 5430 1226](tel:0754301226) or email [studentwellbeing@usc.edu.au](mailto:studentwellbeing@usc.edu.au).

## 10.5. Study help

For help with course-specific advice, for example what information to include in your assessment, you should first contact your tutor, then your course coordinator, if needed.

If you require additional assistance, the Learning Advisers are trained professionals who are ready to help you develop a wide range of academic skills. Visit the [Learning Advisers](#) web page for more information, or contact Student Central for further assistance: +61 7 5430 2890 or [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au).

## 10.6. Wellbeing Services

Student Wellbeing provide free and confidential counselling on a wide range of personal, academic, social and psychological matters, to foster positive mental health and wellbeing for your academic success.

To book a confidential appointment go to [Student Hub](#), email [studentwellbeing@usc.edu.au](mailto:studentwellbeing@usc.edu.au) or call 07 5430 1226.

## 10.7. AccessAbility Services

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, learning disorder mental health issue, injury or illness, or you are a primary carer for someone with a disability or who is considered frail and aged, [AccessAbility Services](#) can provide access to appropriate reasonable adjustments and practical advice about the support and facilities available to you throughout the University.

To book a confidential appointment go to [Student Hub](#), email [AccessAbility@usc.edu.au](mailto:AccessAbility@usc.edu.au) or call 07 5430 2890.

## 10.8. Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Administration of Central Examinations
- Deferred Examinations
- Student Academic Misconduct
- Students with a Disability

Visit the USC website: <https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

## 10.9. Student Charter

USC is committed to excellence in teaching, research and engagement in an environment that is inclusive, inspiring, safe and respectful. The [Student Charter](#) sets out what students can expect from the University, and what in turn is expected of students, to achieve these outcomes.

## 10.10. General Enquiries

### In person:

- **USC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **USC Moreton Bay** - Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **USC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **USC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **USC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **USC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

**Tel:** +61 7 5430 2890

**Email:** [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au)