

Course Outline

Code: EDU741

Title: Teaching Junior Secondary History

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| Faculty: | Science, Health, Education and Engineering |
| School: | Education |
| Teaching Session: | Semester 1 |
| Year: | 2019 |
| Course Coordinator: | A/Prof Michael Christie email: mchristie@usc.edu.au |
| Course Moderator: | Dr Margaret Marshman email: mmarshma@usc.edu.au |

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

This course provides you with an opportunity to develop a synthesised knowledge of History discipline content, the Australian Curriculum documentation and policy, and key pedagogical approaches for History learning and teaching in Years 7–10. You will investigate world and Australian history and design learning experiences, which engage students through contexts that are meaningful and relevant to them. You will integrate ICT applications in teaching, learning, communication and networking with colleagues and the wider community.

1.2 Course topics

- Australian Curriculum: History~
- Depth Studies, historical interpretation and argument in lower secondary History
- History content, pedagogical and ICT knowledge
- Key reports and policy in relation to teaching History in Years 7-10
- Concepts, principles and structure of History pedagogy and lesson planning
- Assessment, feedback, moderation and reporting for History

~History curriculum may be substituted with Studies of Religion throughout this document for students with SOR as their second teaching area

2. What level is this course?

700 level Specialised - Demonstrating a specialised body of knowledge and set of skills for professional practice or further learning. Advanced application of knowledge and skills in unfamiliar contexts

3. What is the unit value of this course?

12 units

4. How does this course contribute to my learning?

| Specific Learning Outcomes On successful completion of this course you should be able to: | Assessment Tasks You will be assessed on the learning outcome in task/s: | Graduate Qualities or Professional Standards mapping Completing these tasks successfully will contribute to you becoming: |
|---|---|---|
| Apply synthesised knowledge of Australian Curriculum History to design authentic learning opportunities in History | Task 1: Field trip lesson plan, presentation and peer review Task 2: History unit plan | Knowledgeable. Creative and critical thinkers. |
| Create effective learning sequences with a range of teaching strategies and curriculum resources, including ICT and effective pedagogy, suitable for the student cohort in the context of a depth study | Task 1: Field trip lesson plan, presentation and peer review Task 2: History unit plan | Creative and critical thinkers. Knowledgeable. |
| Critically analyse assessment, feedback and moderation practices in History | Task 2: History unit plan | Creative and critical thinkers. |

Students may attend combined lectures with ED315, AE304 and SE303 undergraduate students. These parallel course deliveries are designed to give students access to expert lecturers. However, postgraduate courses may have additional or separate assessment tasks with appropriate criteria that acknowledge the different expectations, learning outcomes, prior knowledge and life experience of a student undertaking an AQF Level 9 program.

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 Enrolment restrictions

This course is only available to ED706 Master of Teaching (Secondary) students who have a History teaching area.

5.2 Pre-requisites

Nil

5.3 Co-requisites

Nil

5.4 Anti-requisites

N/A

5.5 Specific assumed prior knowledge and skills (where applicable)

Nil.

6. How am I going to be assessed?

6.1 Grading scale

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

6.2 Assessment tasks

| Task No. | Assessment Tasks | Individual or Group | Weighting % | What is the duration / length? | When should I submit? | Where should I submit it? |
|----------|--|---------------------|--|--------------------------------|-----------------------|---------------------------|
| 1 | Field Trip Lesson Plan, Presentation and peer review. Presentations will occur during the semester | Individual | 45% of which written component is 25%, presentation 15% and peer review 5% | 2500 words | 5 pm Friday, Week 5 | Blackboard (SafeAssign) |
| 2 | History Unit Plan | Individual | 55% | 3500 words | 5 pm Friday, Week 10 | Blackboard (SafeAssign) |
| | | | 100% | | | |

Assessment Task 1: Field Trip Lesson Plan and Presentation

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| Goal: | The goal of this task is to plan a History field trip for junior secondary students. | |
| Product: | Field Trip Lesson Plan and Presentation | |
| Format: | <p>Design a lesson plan and present a preparatory simulation lesson for a History field trip for a class of 25 students in a selected year group (7 – 10) which links to outcomes in History. Your plan must :</p> <ul style="list-style-type: none"> • Include lesson learning goals that relate to Australian Curriculum History outcomes, relevant to the student cohort • Identify opportunities within the activity for student learning in at least one of the Cross-curriculum Priorities: numeracy, literacy, Asian history, Aboriginal history, and Torres Strait Islander history • Outline the resources necessary for the field trip • Identify health and safety considerations • Identify considerations for diversity and differentiation • Organise the fieldtrip into effective learning/teaching sequences – (three part lesson: introduction, exploration, conclusion), that demonstrate a strong knowledge of active learning and inquiry-based pedagogy • Identify strategies to support the safe use of ICT in relation to the field trip • Provide practical approaches to managing challenging behaviour during the field trip <p>Presentations will cover the historical content connected to the field trip site and link with the Curriculum</p> <p><i>Formative feedback will be provided after the presentations and prior to the written submission.</i></p> | |
| Criteria: | <ol style="list-style-type: none"> 1. Knowledge of history curriculum evident in the design and creation of a history field trip lesson plan. 2. Engagement of active learning and inquiry-based pedagogy, including use of ICT to enhance student learning. 3. Considerations for diversity, differentiation, health and safety, and behaviour management. 4. Written and oral communication skills and academic literacies including grammar, English expression, APA referencing conventions, and technical accuracy. | |
| Generic skill assessed | Skill assessment level | |
| Problem solving | Specialised | |
| Applying technologies | Specialised | |
| Organisation | Specialised | |

Assessment Task 2: History Unit Plan

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| Goal: | The goal of this task is to design and create a History unit plan (learning sequence) for students in a junior secondary class. |
| Product: | History Unit Plan |
| Format: | <p>Using your knowledge from regular in class quizzes, the Australian Curriculum History, your History discipline content knowledge, and pedagogic strategies for active and engaged learning: design a unit plan for 2 x 75 minute (or 3 X 45 minute) lessons per week for a class of 25 students in a selected year group (7–10) across an eight week term.</p> <p>The eight weeks looks like this:</p> <p>Week 1: Introduction to the unit.</p> <p>Week 2: The swimming carnival takes one of your lessons.</p> <p>Week 5: Students go on school camp and you lose all lessons.</p> <p>Week 7: Students are working on assessment during class to receive teacher feedback.</p> <p>Week 8: Assessment is due.</p> <p>Ensure your plan includes:</p> <ul style="list-style-type: none"> • A rationale that introduces the unit and justifies its contribution to student learning • Unit learning intentions/objectives • Alignment of unit learning intentions/objectives with the Australian Curriculum History, relevant to the student cohort • A tabulated scope and sequence of learning activities for 2 x 75 minute (or 3 X 45 minute) lessons per week for eight weeks. • Outline of resources, including ICT • Formative assessment mechanisms to inform teaching • Outline of proposed summative assessment instrument/s that are aligned with learning intentions/goals • Suggested moderation processes. <p><i>Formative feedback will be provided prior to submission.</i></p> |
| Criteria: | <ol style="list-style-type: none"> 1. Deep applied knowledge of History discipline content, pedagogy and curriculum in learning sequence planning and via formative testing. 2. Planning skills that demonstrate a knowledge of constructive alignment and student learning needs in the Junior phase of schooling. 3. Written communication and academic literacies including grammar, English expression, APA referencing conventions, and technical accuracy. |
| Generic skill assessed | Skill assessment level |
| Problem solving | Specialised |
| Organisation | Specialised |
| Applying technologies | Specialised |

7. What are the course activities?

7.1 Directed study hours

The directed study hours for this course are a portion of the workload for this course. A 12-unit course will have a total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. A blended learning approach is used to deliver this course, including a mix of synchronous and asynchronous materials and activities accessed through Blackboard. Directed study hours may vary by location. Student workload is calculated at 12.5 learning hours per one unit.

7.2 Course content

| Teaching Week / Module | What key concepts/content will I learn? | What activities will I engage in to learn the concepts/content? | |
|--------------------------|---|---|--|
| | | Directed Study Activities | Independent Study Activities |
| Module 1 Weeks 1-2 | Curriculum, Key reports, Policy and Initiatives in History Exploring the Australian Curriculum for History | Exploring integration opportunities in the curriculum with the General Capabilities and Cross Curriculum Priorities Exploring National and State reports, initiatives and policy in History | Further readings and tutorial/online activities see Blackboard – teaching module 1 |
| Module 2 Weeks 3 - 4 | History content for lower secondary | Exploring world and Australian History Exploration of Depth Studies in lower secondary History content Exploration of the concepts of evidence and contestability in History Skills Examining teaching resources including ICT and its safe and ethical use in History teaching and assessment | Further readings and tutorial/online activities see Blackboard – teaching module 2 |
| Module 3 Weeks 5 - 7 | Lesson planning for the student cohort | Exploring how to design and teach History lessons with History curriculum outcomes linked to the lesson objectives, assessment and teaching content Exploring how to organise History content into an effective learning sequence Exploring different types and purposes of assessment, feedback and moderation in History Exploring strategies for recording student achievement in History and reporting to parents/carers | Further readings and tutorial/online activities see Blackboard – teaching module 3 |
| Module 4 Weeks 8 - 10 | Catering for Diversity and setting History learning goals | Examining a range of teaching strategies and skills for presenting a lesson in History Exploring lower secondary pedagogies for inclusion, engagement and behaviour management in History Exploring methods to evaluate students' assessment data and set learning goals in History Examining strategies for managing the student behaviour in class Exploring use of ICT by students in History classes | Further readings and tutorial/online activities see Blackboard – teaching module 4 |

Please note that the course activities may be subject to variation.

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

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

8.1 Prescribed text(s)

*No set text. Recommended text below:

| Author | Year | Title | Publisher |
|--------------------------|------|-----------------------|---------------------------|
| Cooper, H. & Chapman, A. | 2009 | Constructing history. | London: Sage Publications |

8.2 Specific requirements

Nil

9. Risk management

Health and safety risks have been assessed as low.

It is your responsibility as a student 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. It is also your responsibility to familiarise yourself with the University's general health and safety principles by reviewing the [online Health Safety and Wellbeing training module 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 Blackboard, are electronically checked through SafeAssign. This software allows for text comparisons to be made between your submitted assessment item and all other work that SafeAssign has access to.

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 will 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 and supply the required documentation to negotiate an outcome.

10.4 Study help

In the first instance, you should contact your tutor, then the Course Coordinator. Additional assistance is provided to all students through Academic Skills Advisers. To book an appointment or find a drop-in session go to [Student Hub](#).

Contact Student Central for further assistance: +61 7 5430 2890 or studentcentral@usc.edu.au

10.5 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:

<http://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

10.6 General Enquiries

In person:

- **USC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **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

Tel: +61 7 5430 2890

Email: studentcentral@usc.edu.au

10.7 School Specific Information

The assessment tasks in this course support pre-service teachers to explicitly demonstrate the following Australian Professional Standards for Teachers (Graduate):

| Assessment Task | Australian Professional Standards for Teachers (Graduate) |
|---|---|
| Task 1: Field trip lesson plan and Presentation | <p>1.1 Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.</p> <p>1.3 Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.</p> <p>1.4 Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds.</p> <p>1.5 Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.</p> <p>1.6 Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.</p> <p>2.1 Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.</p> <p>2.2 Organise content into an effective learning and teaching sequence.</p> <p>2.3 Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.</p> <p>2.4 Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.</p> <p>2.5 Know and understand literacy and numeracy teaching strategies and their application in teaching areas.</p> <p>2.6 Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.</p> <p>3.1 Set learning goals that provide achievable challenges for students of varying abilities and characteristics</p> <p>3.2 Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.</p> <p>3.3 Include a range of teaching strategies.</p> <p>3.4 Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.</p> <p>3.5 Demonstrate a range of verbal and non-verbal communication strategies to support student engagement</p> <p>3.6 Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.</p> <p>4.1 Identify strategies to support inclusive student participation and engagement in classroom activities.</p> <p>4.2 Demonstrate the capacity to organise classroom activities and provide clear directions.</p> <p>4.5 Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.</p> |

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| <p>Task 2: History Learning Sequence (Unit Plan)</p> | <p>1.1 Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.</p> <p>1.4 Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds.</p> <p>2.1 Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.</p> <p>2.2 Organise content into an effective learning and teaching sequence.</p> <p>2.3 Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.</p> <p>2.4 Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.</p> <p>2.5 Know and understand literacy and numeracy teaching strategies and their application in teaching areas.</p> <p>2.6 Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.</p> <p>3.1 Set learning goals that provide achievable challenges for students of varying abilities and characteristics.</p> <p>3.2 Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.</p> <p>3.3 Include a range of teaching strategies.</p> <p>3.4 Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.</p> <p>3.5 Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.</p> <p>3.6 Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.</p> <p>5.1 Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.</p> <p>5.2 Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.</p> <p>5.3 Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.</p> <p>5.4 Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.</p> <p>5.5 Demonstrate understanding of a range of strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement.</p> |
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Overview of the Master of Teaching (Secondary) Program

Phase 1 - Orientation to the profession:

EDU764 Quality Teaching and Learning

EDU765 Professional Experience: Orientation to the Profession

First two curriculum courses

Phase 2 - Enhancing professional knowledge and skills:

EDU712 Diversity and Inclusion

EDU713 Individual Learner Needs

EDU715 Literacy and Numeracy across the Curriculum

EDU716 Aboriginal and Torres Strait Islander Perspectives in Teaching and Learning

EDU766 Assessing Learning

EDU714 Professional Experience: Managing Learning Environments

Second two curriculum courses

Phase 3 - Synthesis of professional knowledge in practice and research:

EDU717 Using Data for Learning

EDU718 Teacher as Researcher

EDU719 Teacher as Global Practitioner

EDU720 Professional Experience: The Professional Teacher