



CHRISTIAN HERITAGE COLLEGE

CR184

CURRICULUM AND PEDAGOGY: HASS P-3

This sample unit outline is provided by CHC for prospective and current students to assist with unit selection.

Elements of this outline which may change with subsequent offerings of the unit include Content, Required Texts, Recommended Readings and details of the Assessment Tasks.

Students who are currently enrolled in this unit should obtain the outline for the relevant semester from the unit lecturer.

Unit code	CR184								
Unit name	Curriculum and Pedagogy: HASS P-3								
Associated higher education awards	Bachelor of Education (Primary)								
Duration	One semester								
Level	Intermediate								
Core/elective	Core								
Weighting	Unit credit points: 10 Course credit points: 320								
Delivery mode	Face-to-face								
Student workload	<p><i>Face-to-face on-site</i></p> <table> <tr> <td>Contact hours</td> <td>30 hours</td> </tr> <tr> <td>Reading, study, preparation</td> <td>50 hours</td> </tr> <tr> <td>Assignment preparation</td> <td>70 hours</td> </tr> <tr> <td>TOTAL</td> <td>150 hours</td> </tr> </table> <p>Students requiring additional English language support are expected to undertake an additional one hour per week.</p>	Contact hours	30 hours	Reading, study, preparation	50 hours	Assignment preparation	70 hours	TOTAL	150 hours
Contact hours	30 hours								
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Assignment preparation	70 hours								
TOTAL	150 hours								
Prerequisites/ co-requisites/ restrictions	Nil								
Rationale	<p>Enduring Understanding:</p> <p>A variety of models of inquiry based learning is essential for the effective implementation of Humanities and Social Sciences (HASS) in primary (Years P-3) contexts.</p> <p>This unit is to provide the theoretical and practical understanding of how to plan curriculum, in the Humanities and Social Sciences in primary (Years P-3) contexts. Pre-service teachers will gain a working knowledge of the current Australian Curriculum curriculum content and standards for teaching Humanities and Social Sciences, including Aboriginal and Torres Strait Islander perspectives. This unit will explore strategies to reflect a developing Biblical understanding of the focus areas.</p> <p>Opportunities will be provided for pre-service teachers to develop curriculum and pedagogical skills in teaching history, geography, civics and citizenship, according to the Australian Curriculum.</p>								
Learning delivery process	<p>Internal: Face-to-face mode:</p> <p>Interactive engagement through face-to face lectures and access to all on-line resources:</p> <ul style="list-style-type: none"> • Weekly lecture. • Weekly tutorial (where applicable). <p>Plus on-line resources (see below).</p>								

	<p>On-line resources:</p> <ul style="list-style-type: none"> • CHC learning portal (Moodle™): <ul style="list-style-type: none"> – weekly lecture (may include lecture video capture (eg: Echo360), Power Point presentation and resources); – weekly readings; – study guides; and – assessment guides. • Collaborative forums: Student forums and News forum. • Turnitin assessment and feedback tool. <p>All unit outlines are reviewed prior to the offering of the unit to take account of student and lecturer feedback.</p>
<p>Learning outcomes</p>	<p>On completion of this unit, pre-service teachers will have provided evidence that they have:</p> <ol style="list-style-type: none"> 1. broad and coherent understanding of pedagogical theories for planning curriculum, teaching, learning HASS for primary (Years P-3) contexts (GTS 1.1, 1.2, 2.1; GA 1, 2, 5, 7); 2. well-developed cognitive skills that apply ethical and inclusive cultural and Aboriginal and Torres Strait Islander perspectives into integrated HASS curricula and pedagogy in primary contexts (GTS 1.3, 1.4, 2.4, 4.1; GA 1, 2, 5, 7); 3. demonstrated autonomy in the application of Australian Curriculum for planning, teaching, learning and assessment in HASS in primary (Years P-3) contexts (GTS 1.3, 1.4, 2.4, 4.1; GA 1, 3, 4); 4. designed teaching and learning goals, strategies and resources (including ICTs) that transmit age-appropriate knowledge, skills and ideas in the HASS (Years P-3) curriculum to others (GTS 2.2, 2.6, 3.1-3.4; GA 1, 4, 7); 5. broad and coherent understanding of a Bible-based, Christ-centred worldview relating to teaching and learning HASS in primary contexts (Years P-3) (GTS 1.3; GA 1, 3, 4); 6. evaluated theoretical propositions and conclusions regarding the teaching of HASS, in the light of contemporary theory, research and achievement data (GTS 1.1, 1.2; GA 1, 4, 7); and 7. communicated at an appropriate tertiary standard, with special attention to design elements, grammar usage, logical relations, style, referencing and presentation (GA 6).
<p>Content</p>	<ol style="list-style-type: none"> 1. Inquiry Pedagogy for HASS (Years P-3). 2. Teaching the components of HASS: <ol style="list-style-type: none"> a. History: <ul style="list-style-type: none"> – Unpacking the strands of Historical Knowledge and Understandings, and Historical Skills (Years P-3). – Developing age-appropriate (Years P-3) skills of source analysis. – Developing the historical inquiry approach in a manner suitable for Years P-3. – Including Aboriginal and Torres Strait Islander perspectives as more than content. – Age-appropriate (Years P-3) techniques for the history classroom (eg. Presenting ideas, findings, viewpoints and conclusions in a range of texts and modes, digital and non-digital). b. Geography: <ul style="list-style-type: none"> – Concepts of space, environment, interconnection, sustainability, scale and change in HASS (Years P-3). – Geography as a spatially oriented curriculum. – Developing a Geographical investigation. – Age-appropriate (Years P-3) techniques for the Geography classroom (eg. Fieldwork, mapping, GIS, multimedia approaches). c. Civics and Citizenship: <ul style="list-style-type: none"> – The cross-curricular nature of the Civics and Citizenship curriculum (Year 3). – Civics and Citizenship in HASS: knowledge and understanding, and skills. – Teaching values in the classroom. – Participatory learning as a pedagogy for civics and citizenship. – Aboriginal and Torres Strait Islander perspectives.

	<p>3. Integrating the HASS Curriculum:</p> <p>a. Integrating the various disciplinary and cross-disciplinary components of the HASS curriculum.</p> <p>b. Integrating a Bible-based, Christ-centred worldview to the teaching of HASS.</p> <p>4. Using ICTs in HASS (Years P-3).</p>			
Assessment tasks	<p>Task 1: Christian Worldview conceptualisation in HASS</p> <p>Utilising the Christian worldview lens of 'God's Big Story' develop a table that identifies a variety of conceptual constructs within each of the three studied HASS learning areas; History, Geography and Civics and Citizenship.</p> <p>Develop an application for a Years P-3 HASS learning topic drawn from the Australian Curriculum curriculum.</p> <p>Word Length/Duration: 1,500 words</p> <p>Weighting: 25%</p> <p>Assessed: Week 5</p> <p>Task 2: Explanation Videos of Syllabus Concepts</p> <p>Using the tools of digital story telling create three 1-2 minute short presentations appropriate for a beginning teacher audience, explaining key concepts of inquiry pedagogy, knowledge and understanding, and cross-curricular integration within the HASS (Years P-3) curriculum.</p> <p>Word Length/Duration: 1-2 minute for each presentation (3 presentations)</p> <p>Weighting: 35%</p> <p>Assessed: Week 9</p> <p>Task 3: Designing and Demonstrating Learning Activities</p> <p>As a small group use an inquiry question from History and one from Geography within the same year level to plan two small learning experiences that facilitate active engagement in the inquiry process. Demonstrate this through involvement of class peers in the chosen activity. For each learning experience provide a short justification of your choice of learning experience, scaffolding and skills/learning outcomes acquired.</p> <p>Word Length/Duration: 20 min activity + 10 min presentation (1,500 words equivalent)</p> <p>Weighting: 40%</p> <p>Assessed: Week 12-13</p>			
Assessment alignment	Assessment Task	Learning Outcome	Content	Graduate Teacher Standards
	Task 1	1, 5, 7	1, 2	1.1, 2.1
	Task 2	1, 2, 6, 7	1-3	1.1, 1.2, 2.1
	Task 3	1-5, 7	1-4	1.1, 1.2, 2.1, 2.2, 3.1-3.3, 4.1, 4.2
Prescribed text(s)	<p>Buchanan, J. (2013). <i>History, geography and civics: Teaching and learning in the primary years</i>. Melbourne, VIC: Cambridge University.</p> <p>Reynolds, R. (2014). <i>Teaching humanities and social sciences in the primary school</i>. Oxford, UK: Oxford University Press.</p> <p>Selected readings will be available via the Moodle™ site for this unit.</p>			

<p>Recommended readings</p>	<p>Curriculum Readings</p> <p>Bull, G., & Anstey, M. (2013). <i>Uncovering history using multimodal literacies: An inquiry process</i>. Carlton South, Victoria: Education Services Australia Ltd.</p> <p>Catling, S., Willy, T., & Butler, J. (2012). <i>Teaching primary geography for Australian schools</i>. Melbourne, VIC: Hawker Brownlow.</p> <p>Crotty, M. & Roberts, D. (2009). <i>Turning points in Australian history</i>. Sydney, NSW: UNSW</p> <p>Gilbert, R., & Hoepper, B. (2013). <i>Teaching humanities and social sciences: History, geography, economics and citizenship in the Australian curriculum</i>. (5th ed). Sydney, NSW: Cengage Learning Australia.</p> <p>Kotler, P., Hessekiel, D., & Lee, N. (2012). <i>Good works! Marketing and corporate initiatives that build a better world - and the bottom line</i>. Hoboken, New Jersey, NJ: John Wiley & Sons.</p> <p>Kruse, D. (2012). <i>Assessment strategies for the inquiry classroom</i>. Melbourne, VIC: Education Services Australia.</p> <p>Kuhlthau, C., Manistes, L., & Caspari, A. (2015). <i>Guided inquiry learning in the 21st century</i>. (2nd ed.). Englewood: ABC-CLIO.</p> <p>Layton, A. (2012). <i>Economics for today</i>. South Melbourne, VIC: Cengage Learning Australia.</p> <p>McInnes, W. (2010). <i>The making of modern Australia</i>. Sydney, NSW: Hatchett Australia.</p> <p>Phillips, J., & Lampert, J. (2012). <i>Introductory Aboriginal and Torres Strait Islander studies in education: Reflection and the importance of knowing</i>. Frenchs Forest, NSW: Pearson.</p> <p>Ward, M. (2013). <i>Connecting with geography strategies for an inquiry classroom</i>. VIC: Curriculum Press.</p> <p>Websites</p> <p>Australian Conservation Foundation: https://www.acfonline.org.au/</p> <p>Australian Curriculum: http://www.australiancurriculum.edu.au/</p> <p>Australian Geography Teachers' Association (AGTA): http://www.agta.asn.au/</p> <p>Australian History Teachers Association (HTAA): http://www.historyteacher.org.au/</p> <p>Business Educators' Association of Queensland (BEAQ): http://www.beaq.org.au/</p> <p>Civics and Citizenship Education (CCE): http://www.civicsandcitizenship.edu.au/cce/teaching_and_learning_activities_for_cce,34745.html</p> <p>Curriculum into the Classroom (C2C) http://education.qld.gov.au/c2c/</p> <p>Department of Industry, Innovation and Science: http://www.industry.gov.au/Pages/default.aspx</p> <p>Education Services, Australian Museum https://australianmuseum.net.au/education-services</p>
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	<p>Education, National Museum Australia http://www.nma.gov.au/education</p> <p>Geoscience Australia: http://www.ga.gov.au/</p> <p>National Parks (Australia): http://www.australia.gov.au/search/site/National%20Parks</p> <p>Queensland Curriculum and Assessment Authority (QCAA): https://www.qcaa.qld.edu.au/</p> <p>In addition to the resources above, students should have access to a Bible, preferably a modern translation such as The Holy Bible: The New International Version 2011 (NIV 2011) or The Holy Bible: New King James Version (NKJV).</p> <p>These and other translations may be accessed free on-line at http://www.biblegateway.com. The Bible app from LifeChurch.tv is also available free for smart phones and tablet devices.</p>
<p>Specialist resource requirements</p>	<p>Nil</p>

SAMPLE