



CHRISTIAN HERITAGE COLLEGE

CR380

**CURRICULUM AND PEDAGOGY:
HUMANITIES IN PRIMARY CONTEXTS**

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	CR380
Unit name	Curriculum and Pedagogy: Humanities in Primary Contexts
Associated higher education awards	Bachelor of Education (Primary)
Duration	One semester
Level	Advanced
Core/elective	Core
Weighting	Unit credit points: 10 Course credit points: Bachelor of Education (Primary) 320
Delivery mode	Face-to-face on site
Student workload	<p><i>Face-to-face on site</i></p> <p>Contact hours 30 hours Reading, study and assignment preparation 120 hours TOTAL 150 hours</p> <p>Students requiring additional English language support are expected to undertake an additional one hour per week.</p>
Prerequisites/ co-requisites/ restrictions	<p><i>Prerequisites:</i></p> <p>CR182 Introduction to History, Civics and Citizenship <i>and</i> CR183 Introduction to Geography, Economics and Business <i>and</i> PE332 Teaching for Learning: Curriculum and Planning (P-6)</p>
Rationale	<p><u>Enduring Understanding:</u> Good teachers partner with and mentor students to ‘open the eyes of our understanding’ of truth and faith in a diverse world.</p> <p>This unit is designed to provide pre-service teachers with professional decision-making skills in classroom goal setting, planning, teaching for learning and assessment within the humanities learning areas. The teaching and learning contained within the humanities learning areas promotes a holistic understanding of the world and our place within it. It also provides primary teachers with opportunities to engage children’s imagination and curiosity about their world.</p> <p>The focus of the unit is to develop the pre-service teacher’s knowledge, skills and attitudes through engagement with pedagogical and assessment principles that underpin teaching and learning, aligned with the distinctive nature of the humanities learning areas. Pre-service teachers will be expected to develop a working knowledge of relevant curriculum documentation and an understanding of how to implement effective teaching and learning practices from this documentation. Through such experiences, they will develop a repertoire of strategies, processes, tools and resources, including ICTs, appropriate for implementation within the classroom, specific to the humanities learning areas as well as examining the literacy, numeracy and digital literacies found within the disciplines.</p>
Prescribed text(s)	Selected readings will be available via the Moodle™ site for this unit.

<p>Recommended readings</p>	<p>Books</p> <p>Anstey, M., & Bull, G. (2013). <i>Uncovering history using multimodal literacies: An inquiry process</i>. Carlton South, VIC: Curriculum Press.</p> <p>Buchanan, J. (2013). <i>History, geography and civics: Teaching and learning in the primary years</i>. Melbourne, VIC: Cambridge University.</p> <p>Catling, S., Willy, T., & Butler, J. (2012). <i>Teaching primary geography for Australian schools</i>. Melbourne, VIC: Hawker Brownlow.</p> <p>Gilbert, R., & Hoeppe, 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>Kruse, D. (2012). <i>Assessment strategies for the inquiry classroom</i>. Melbourne, VIC: Education Services Australia.</p> <p>Reynolds, R. (2014). <i>Teaching humanities and social sciences in the primary school</i>. Sydney, NSW: Oxford University Press.</p> <p>Ward, M. (2013). <i>Connecting with geography strategies for an inquiry classroom</i>. VIC: Curriculum Press.</p> <p>Websites</p> <p>Australian Curriculum http://www.australiancurriculum.edu.au/</p> <p>Queensland Curriculum and Assessment Authority (QCAA) https://www.qcaa.qld.edu.au/</p> <p>Geoscience Australia http://www.ga.gov.au/</p> <p>Department of Industry, Innovation and Science http://www.industry.gov.au/Pages/default.aspx</p> <p>National Parks (Australia) http://www.australia.gov.au/search/site/National%20Parks</p> <p>Australian Conservation Foundation https://www.acfonline.org.au/</p> <p>Australian History Teachers Association (HTAA) http://www.historyteacher.org.au/</p> <p>Australian Geography Teachers' Association (AGTA) http://www.agta.asn.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>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) 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>

<p>Content</p>	<ol style="list-style-type: none"> 1. Introduction and overview of the humanities learning areas 2. Interrogating contemporary syllabus and curriculum documents for humanities learning areas in the primary context 3. Worldview assumptions, including Christian worldview, within the curriculum and pedagogical practices 4. Pedagogical principles, theoretical components and practice, including use of ICTs 5. Planning for learning using inclusive practice in the humanities learning areas in a primary context, including <ol style="list-style-type: none"> a. using the humanities in culturally diverse classrooms; b. engaging students from Aboriginal and Torres Strait Islander backgrounds in culturally appropriate ways in the humanities; c. using the humanities to promote reconciliation with Aboriginal and Torres Strait Islander peoples. 6. Investigating relevant pedagogies both in and out of the classroom including inquiry learning 7. Quality assessment principles and strategies 8. The design, construction and use of resources for building and consolidating concepts, skills and processes, including ICTs 9. Literacy, numeracy and digital literacy demands found within the humanities learning areas
<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. demonstrated broad and coherent understanding of current curriculum documentation, significant elements of these and pedagogies in the distinctive aspects of the humanities learning areas; 2. designed learning experiences, teaching and assessment strategies for authentic and integrated learning in the humanities learning areas; 3. employed the literacy, numeracy and digital literacy skills relevant to learning in the humanities learning areas including those mediated through ICT technologies; 4. engaged pedagogical approaches, strategies and resources, including digital resources, in the humanities learning areas that inform the planning and resourcing of learning experiences for inclusive practice; 5. critically reflected on key assumptions within the humanities learning areas, in the context of Christian worldview; and 6. communicated at an appropriate tertiary standard with special attention to design elements, grammars, usage, logical relations, style, referencing and presentation.
<p>Assessment tasks</p>	<p>Task 1: Investigative Report</p> <p>Why is inquiry the best approach to learning and teaching in the HASS learning area?</p> <p>Word Length/Duration: 2,000 words</p> <p>Weighting: 40%</p> <p>Learning Outcomes: 1, 3-6</p> <p>Assessed: Week 6</p> <p>Task 2: Unit Plan and Reflection</p> <p>Create an integrated learning plan in the HASS learning area integrating it with the literacies identified in the chosen topic</p> <p>Word Length/Duration: 2,500 words</p> <p>Weighting: 60%</p> <p>Learning Outcomes: 1-6</p> <p>Assessed: Week 16</p>

Australian Professional Standards for Teachers (APST)	The learning opportunities provided in this unit contribute to the development of practice, knowledge and values of the following <i>Australian Professional Standards for Teachers</i> :		
	1.2 Understand how students learn		
	1.4 Strategies for teaching Aboriginal and Torres Strait Islander students		
	2.3 Curriculum, assessment and reporting		
	2.6 Information and Communication Technology		
	3.5 Use effective classroom communication		
	3.6 Evaluate and improve teaching programs		
	4.2 Manage classroom activities		
	4.5 Use ICT safely, responsibly and ethically		
	Successful completion of this unit will provide significant evidence about the following <i>Australian Professional Standards for Teachers</i> :		
<i>Graduate Teacher Standards</i>		<i>Learning Outcomes</i>	<i>Assessment Tasks</i>
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.	2, 4	1, 2
2.1	Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.	1, 3-5	1, 2
2.2	Organise content into an effective learning and teaching sequence.	1-3	2
2.4	Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.	2, 5	1
2.5	Know and understand literacy and numeracy teaching strategies and their application in teaching areas	3	2
3.1	Set learning goals that provide achievable challenges for students of varying abilities and characteristics.	2-4	2
3.2	Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.	2, 4	2
3.3	Include a range of teaching strategies.	2, 4	2
3.4	Demonstrate knowledge of a range of resources, including ICT, that engage student in their learning.	3, 4	2

	5.1	Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.	1, 2, 4	2
Unit summary	This unit is designed to provide pre-service teachers with a basis for planning, teaching for learning and assessment practices within the humanities learning areas. The teaching and learning contained within the humanities learning areas promotes understanding of self and others as well as a holistic understanding of the world, its peoples and our place within it. It provides primary teachers with opportunities to engage with children's imagination and curiosity about their world.			

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