

UNIT OUTLINE FOR EDP254.9 Humanities and Social Sciences

Name of Unit (Unit Code)
Humanities and Social Sciences (EDP254.9)

SECTION 1 – GENERAL INFORMATION

Administrative details

Associated higher education awards	Duration	Level <i>(for example, introductory, intermediate, advanced level, 1st year, 2nd year, 3rd year)</i>	Unit Coordinator <i>(incl. academic title)</i>
Master of Teaching – Primary	One semester	2 nd year	Head of Program

Core or elective unit

Indicate if the unit is a

- core unit
 elective unit
 other (please specify below):

Unit weighting

Using the table below, indicate the credit point weighting of this unit and the credit point total for the course of study (for example, 10 credit points for the unit and 320 credit points for the course of study).

Unit credit points	Total course credit points
6 credit points	96 credit points

Student workload

Using the table below, indicate the expected student workload per week for this unit.

No. timetabled hours per week	No. personal study hours per week	Total workload hours per week
3	6	9

For those students requiring additional English language support, how many additional hours per week is it expected that they will undertake?

Additional English language support: 0 hours per week

Pre-requisites and co-requisites

Are students required have undertaken a prerequisite or co-requisite unit for this unit?

- Yes No

If **YES**, provide details of the prerequisite or co-requisite requirements below.

Pre-requisite: EDP141.9 Pedagogy A Professional Concepts and Curriculum

SECTION 2 – ACADEMIC DETAILS**Brief description of the content of the unit**

This unit will provide a rationale and methodology for teaching History, Geography, Civics and Citizenship and Business and Economics in the Primary School environment. It will evaluate current methodologies that best engage students and how to plan for good learning. The Australian Curriculum will be explored and analysed.

Learning outcomes for the unit

1. Explain significance of relevant information on current *Australian Curriculum in History, Geography, Civics and Citizenship and Business and Economics*;
2. Synthesise and justify the theoretical base for teaching the *Australian Curriculum in History, Geography, Civics and Citizenship and Business and Economics* in the Primary school and explain how this theoretical base helps a teacher in planning and teaching lessons;
3. Plan, teach, evaluate and reflect on units of learning and instructional materials for Primary schools in *History, Geography, Civics and Citizenship and Business and Economics*;
4. Explain and justify the importance of concepts, attitudes and generalisations, and organise experiences to help students develop *History, Geography, Civics and Citizenship and Business and Economics* concepts, attitudes and generalisations.

Assessment tasks

Type	Learning Outcome/s assessed	When assessed – year, session and week	Weighting
Academic paper – teaching and learning in HASS Critical inquiry and transformative learning 3000 words	1,2,4	Year 2, S1 Week 7	50%
HASS unit plan and analysis Six detailed sequential lesson plans; incorporating critical thinking; assess and differentiation all aspects of Australian Curriculum 3000 words	1,2,3,4	Year 2, S1 Week 14	50%

2.1 Prescribed and recommended readings

Provide below, in formal reference format, a list of the prescribed and recommended readings for the unit.

Prescribed reading:

None

Recommended reading:

Gilbert, R. & Hoepper, B. *Teaching Humanities and Social Sciences: History, geography, economics and citizenship in the Australian Curriculum* (6th Ed.). South Melbourne: Cengage.

Humanities and Social Sciences

Buchanan, J. (2013). *History, geography and civics: Teaching and learning in the primary years*. Port Melbourne, VIC: Cambridge University Press.

Marsh, C., & Hart, C. (2011). *Teaching the Social Sciences and Humanities in an Australian Curriculum*. (6th ed.). Frenchs Forest, NSW: Pearson.

Reynolds, R. (2015) *Teaching Humanities and Social Sciences in the Primary School*. (3rd Ed.). South Melbourne, Vic: Oxford University Press.

Taylor, T. (2012). *Place and time: Explorations in teaching geography and history*. Frenchs Forest, N.S.W.: Pearson Australia.

Inquiry

Murdoch, K., & Claxton, G. (2015). *The power of inquiry*. Melbourne, Australia: Seastar Education.

Fahey, J. (2012). *Ways to learn through inquiry: Guiding children to deeper understanding*. Cardiff: International Baccalaureate.

Harper, J. (2012). *Student-driven learning: Small, medium, and big steps to engage and empower students*. Markham, Ontario, Canada: Pembroke Limited.

Wilson, J., & Jan, L. W. (2009). *Focus on inquiry: a practical approach to curriculum planning*. Carlton, Vic.: Curriculum Corporation.