

## UNIT OUTLINE FOR EDP255.7 Humanities and Social Sciences

### Name of Unit (Unit Code)

Humanities and Social Sciences (EDP 255.7)

### 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>
Bachelor of Education	One semester	Year 3	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	192 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	7	10

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: EDU131.5 Curriculum Understandings

**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. Demonstrate an up-to-date knowledge of relevant information on Australian Curriculum in History, Geography, Civics and Citizenship and Business and Economics.
2. Outline 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 the importance of concepts, attitudes and generalisations, and organise experiences to help children 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
<b>HASS resource collection</b> A collection to support learning at chosen year level. Five resources, explanation & justification 1500 words	1,3,4	3 <sup>rd</sup> year, S2, Week 4	30%
<b>Academic paper</b> Why teaching and learning is important; including critical inquiry and links to Australian Curriculum 1500 words	1,2,4	3 <sup>rd</sup> year, S2, Week 9	30%
<b>Unit of work and critical reflection</b> Eight learning experiences; including links to Australian Curriculum general capabilities and cross-curricular priorities, including assessment and differentiation 2000 words	1,2,3,4	3 <sup>rd</sup> year, S2, Week 14	40%

## 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:

Gilbert, R. & Hoeffler, B. (2020) *Teaching Humanities and Social Sciences: History, geography, economics and citizenship in the Australian Curriculum* (7<sup>th</sup> ed.). Cengage.

### Recommended reading:

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

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

Green, & Price, D. (2019). *Making humanities and social sciences come alive: early years and primary education* (Green & D. Price, Eds.). Cambridge University Press.

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

Marsh, C., & Hart, C. (2011). *Teaching the Social Sciences and Humanities in an Australian Curriculum*. (6<sup>th</sup> ed.). Pearson.

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

Reynolds, R. (2018). *Teaching Humanities and Social Sciences in the Primary School* (4<sup>th</sup> ed.). Oxford University Press.

Taylor, T. (2012). *Place and time: Explorations in teaching geography and history*. Pearson Australia.

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