UNIT OUTLINE FOR EDU131.5 Curriculum Understandings

Name of Unit 1 (Unit Code 1)
Curriculum Understandings (EDU131.5)

SECTION 1 – GENERAL INFORMATION

1.1 Administrative details

Associated higher education awards	Duration	Level (for example, introductory, intermediate, advanced level, 1st year, 2nd year, 3rd year)	Unit Coordinator (incl. academic title)
Bachelor of Education (Primary and Secondary)	One semester	1st year	Head of Program

1.2 Core or elective unit

Indicate if the unit is a

☒ core unit

☐ elective unit

☐ other (please specify below):

1.3 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

1.4 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

1.5 Delivery mode

Tick all applicable delivery modes for the unit:

☒ Face to face on site

☒ e-learning (online)

☒ Intensive (provide details)

> See "Mode of Delivery" guidelines

☐ Block release (provide details)

>

☐ Work-integrated learning activity

☒ Mixed/blended

☐ Distance/independent learning (untimetabled)

☒ Full-time

☒ Part-time

☐ External

☐ Fast track (provide details)

>

☐ Other (please specify)

>

1.6 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.

> Co-requisite: EDU141.5 Pedagogy A Professional Concepts; EDU123.5 Initial Teaching Experience A

1.7 Other resource requirements

Do students require access to specialist facilities and/or equipment for this unit (for example, special computer access, physical education equipment)?

☐ Yes   ☒ No

If YES, provide details of specialist facilities and/or equipment below.

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SECTION 2 – ACADEMIC DETAILS

Brief description of the content of the unit

This introductory curriculum unit develops students' vocabulary, their awareness of the relationship between curriculum components, and their competency in applying common curriculum frameworks within a South Australian context. Students will develop skills in designing units and lessons that seek to engage students and to maximise their opportunities for learning.

- The topics in this unit include an introduction to curriculum including a Christian perspective, unit and lesson planning for effective teaching and learning, the Understanding by Design framework, differentiation, assessment principles, and curriculum analysis.

Learning outcomes for the unit

1. Discuss key curriculum concepts and planning considerations in relation to student learning.

2. Apply correct terminology, structure and function of curriculum components in teaching and learning plans.

3. Design coherent learning outcomes, assessments, lessons and units using recognised curriculum framework/s.

4. Analyse teaching and learning plans, and planning processes.

Assessment tasks

Type	Learning Outcome/s assessed	When assessed – year, session and week	Weighting
Research summary *Write a summary of research on differentiation and assessment. Use essay format.* (1,500 words)	1	S1 Week 6	30%
Unit plan and discussion Design a coherent unit plan using curriculum framework/s that are relevant to the school context, including an overlay of Christian perspectives where appropriate. Analyse this plan in the light of educational theories explored in this subject. (3,000 words)	1, 2,3,4	S1 Week 14	70%

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:

Brady, L., & Kennedy, K. (2018). *Curriculum construction* (6th ed.). Pearson Australia.

Recommended reading:

Australian Curriculum, Assessment and Reporting Authority (n.d.). *The Australian Curriculum*. https://www.australiancurriculum.edu.au/

Australian Curriculum, Assessment and Reporting Authority (n.d.). *The Australian Curriculum V9.* https://v9.australiancurriculum.edu.au/

Christian Schools Australia (2016). *Connecting learners with God's big story: Illuminating curriculum in Australian Christian schools*. Christian Schools Australia.

Ewing, R. (2013). *Curriculum and assessment: Storylines* (2nd ed.). Oxford University Press.

Groundwater-Smith, S., Ewing, R., & Le Cornu, R. (2015). *Teaching challenges and dilemmas*. (5th ed.). Thomson.

Hall, G. E., Quinn, L. F., & Gollnick, D. M. (2020). *Introduction to teaching: Making a difference in student learning* (ed. 3). SAGE.

Juliani, A. J. (Host). (2021). *#1 – Jay McTighe: Everything you need to know about backward design and curriculum mapping 3.0* [Audio podcast]. The Backwards Podcast. https://scratchyouritch.libsyn.com/1-jay-mctighe-everything-you-need-to-know-about-backward-design-and-curriculum-mapping-30

Killen, R. (2013). *Effective teaching strategies: lessons from research and practice* (6th ed.). Cengage Learning Australia.

Male, B. (2012). *The primary curriculum design handbook: Preparing our children for the 21st century*. Continuum International Publishing Group

Marsh, C. (2009). *Key concepts for understanding curriculum* (4th ed.). Routledge.

Marsh, C, Clarke, M., & Pittaway, S. (2016). *Marsh's becoming a teacher* (7th ed.). Cengage Learning.

McTighe, J. (2013). *Essential questions: Opening doors to student understanding*. Association for Supervision and Curriculum Development.

McTighe, J., & Willis, J. (2019). *Upgrade your teaching: Understanding by design meets neuroscience.* Association for Supervision and Curriculum Development.

SACE Board of South Australia (n.d.). *South Australian Certificate of Education.* https://www.sace.sa.edu.au/

Walsh, J. A., and Sattes, B. D. (2015). *Questioning for classroom discussion: Purposeful speaking, engaged listening, deep thinking*. ASCD.

Wiggins, G., & McTighe, J. (2005). *Understanding by design* (Expanded 2nd ed.). Association for Supervision and Curriculum Development.

Wiggins, G., McTighe, J., & Wiggins, G. (2012). *The understanding by design guide to advanced concepts in creating and reviewing units*. Association for Supervision and Curriculum Development.