



## COURSE OUTLINE

# EDU316 Teaching HASS in Primary School

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2021 Semester 1

USC Sunshine Coast  
USC Caboolture  
USC Fraser Coast  
USC Gympie

**ON CAMPUS**

Most of your course is on campus but you may be able to do some components of this course online.

*Please go to the USC website for up to date information on the teaching sessions and campuses where this course is usually offered.*

## 1. What is this course about?

### 1.1. Description

You will develop a thorough understanding of the content and scope of the Australian History and Geography curricula for primary schools. You will develop an understanding of historical perspectives, especially those of Aboriginal and Torres Strait Islander peoples and how diverse Australians have contributed to nation building. You will conceptualise, plan, and design learning and teaching for students in these curricula areas. You will consider how the wider community can assist with your work as a history and geography teacher as well as your own professional growth.

### 1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
<b>ON CAMPUS</b>			
<b>Lecture</b> – Lecture (online) You are required to engage with online lecture materials accessed through Blackboard prior to the scheduled online lecture.	2hrs	Week 1	10 times
<b>Tutorial/Workshop</b> – - A blended learning approach is used to deliver this course, including a mix of synchronous and asynchronous materials and activities accessed through Blackboard. This course will be supported by technology-enabled learning and teaching including zoom.	2hrs	Week 1	10 times
<b>Independent Study/Research</b> – In addition to the lecture/tutorial/workshop hours and completion of assessment tasks, you are required to engage in self-directed learning using the course Blackboard materials and engage with current research/readings via USC library databases, required/recommended textbooks and resources.	2hrs	Week 1	10 times

### 1.3. Course Topics

The Australian Curriculum: History and Social Science (HASS)

HASS content knowledge, including Indigenous histories and cultures

Planning HASS lessons and learning sequences using inquiry

Literacy, numeracy and ICT in HASS

Controversial issues and fieldwork in HASS

Impact of culture, cultural identity and linguistic background in HASS teaching

Assessment design, marking, reporting and reflection for practice improvement

Evaluating your identity as a HASS teacher

## 2. What level is this course?

300 Level (Graduate)

Demonstrating coherence and breadth or depth of knowledge and skills. Independent application of knowledge and skills in unfamiliar contexts. Meeting professional requirements and AQF descriptors for the degree. May require pre-requisites where discipline specific introductory or developing knowledge or skills is necessary. Normally undertaken in the third or fourth full-time study year of an undergraduate program.

## 3. What is the unit value of this course?

12 units

## 4. How does this course contribute to my learning?

COURSE LEARNING OUTCOMES	GRADUATE QUALITIES MAPPING	PROFESSIONAL STANDARD MAPPING
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...	Australian Institute for Teaching and School Leadership
1 Identify and apply primary HASS content and the pedagogical foundation of inquiry.	Knowledgeable Empowered	1.4 - Strategies for teaching Aboriginal and Torres Strait Islander students 2.1 - Content and teaching strategies of the teaching area 2.4 - Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians 3.7 - Engage parents / carers in the educative process
2 Identify and apply teaching and learning strategies, literacy and numeracy, ICT, assessment and reporting within the context of primary HASS curriculum.	Knowledgeable Empowered	2.3 - Curriculum, assessment and reporting 2.5 - Literacy and numeracy strategies 2.6 - Information and Communication Technology (ICT) 3.4 - Select and use resources 3.6 - Evaluate and improve teaching programs
3 Identify and apply inquiry and skills development in primary HASS.	Creative and critical thinker Empowered	1.1 - Physical, social and intellectual development and characteristics of students 1.2 - Understand how students learn 2.2 - Content selection and organisation 3.5 - Use effective classroom communication 3.6 - Evaluate and improve teaching programs

COURSE LEARNING OUTCOMES	GRADUATE QUALITIES MAPPING	PROFESSIONAL STANDARD MAPPING
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...	Australian Institute for Teaching and School Leadership
<p>4 Plan and explain learning activities and assessment that engage learners in HASS inquiry.</p>	<p>Creative and critical thinker Empowered</p>	<p>1.1 - Physical, social and intellectual development and characteristics of students 1.2 - Understand how students learn 2.3 - Curriculum, assessment and reporting 3.1 - Establish challenging learning goals 3.2 - Plan, structure and sequence learning programs 3.3 - Use teaching strategies 3.4 - Select and use resources 3.5 - Use effective classroom communication</p>
<p>5 Reflect and analyse HASS content and pedagogical professional learning needs and developing identity as a primary HASS teacher.</p>	<p>Creative and critical thinker Empowered</p>	<p>6.1 - Identify and plan professional learning needs 6.2 - Engage in professional learning and improve practice 6.3 - Engage with colleagues and improve practice 6.4 - Apply professional learning and improve student learning 7.4 - Engage with professional teaching networks and broader communities</p>

## 5. Am I eligible to enrol in this course?

Refer to the [USC Glossary of terms](#) for definitions of “pre-requisites, co-requisites and anti-requisites”.

### 5.1. Pre-requisites

Enrolled in Program ED303, ED304, ED306

### 5.2. Co-requisites

Not applicable

### 5.3. Anti-requisites

Not applicable

### 5.4. Specific assumed prior knowledge and skills (where applicable)

Not applicable

## 6. How am I going to be assessed?

### 6.1. Grading Scale

Standard Grading (GRD)

High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL).

### 6.2. Details of early feedback on progress

The first assessment task will provide early low weighted feedback on course progress.

### 6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Oral and Written Piece	Individual	20%	4 slides written Presentation 3 minutes – in class	Refer to Format	Online Assignment Submission with plagiarism check
All	2	Examination	Individual	30%	40 minutes	Week 7	In Class
All	3	Portfolio	Individual	50%	2500 words	Week 10	Online Assignment Submission with plagiarism check

#### All - Assessment Task 1: HASS content and pedagogical knowledge

<b>GOAL:</b>	The goal of this task is to demonstrate your ability to identify and apply HASS content and teaching strategies to a professional audience.	
<b>PRODUCT:</b>	Oral and Written Piece	
<b>FORMAT:</b>	<p>Written slides are due for Submission Monday 8 am week 4 Presentation during allocated tutorial week 4</p> <p>You will be allocated, in week one, to a school and year level (P-4). As part of your ongoing professional development at the school, you, with others in the teaching team, will devise ways to engage students in HASS by attending to the sequencing of learning from P-4 at the school. You will collaborate with your team to identify a HASS content area in the nominated year level that illustrates the development of student HASS inquiry, skills, knowledge and understanding from Prep to Year 4 at the school. You will develop four PowerPoint Slides for your year level to contribute to the school presentation that aims to improve student learning.</p> <p>Slide 1 - contemporary knowledge and understanding update for teachers Slide 2 - teaching and learning strategies to engage students in inquiry and skills for the year level at the school Slide 3 – sequencing of learning concerning the P – 4 year levels at this school to demonstrate your understanding of physical social and intellectual development and characteristics of students and how these may affect learning Slide 4 - references (academic and teaching resources that provide evidence of identification of sources of professional learning for teachers)</p> <p>You will submit the four PowerPoint slides as the written piece for this task. The teaching team will then collaborate to collate the PowerPoint slides into a presentation. Each team member will have 3 minutes to discuss their four PowerPoint slides.</p>	
<b>CRITERIA:</b>	<b>No.</b>	<b>Learning Outcome assessed</b>
	1	Identify and apply HASS content and curriculum <span style="float: right;">1</span>
	2	Identify and apply HASS teaching and learning strategies <span style="float: right;">2</span>
	3	Identify and apply HASS inquiry and skill development <span style="float: right;">3</span>
	4	Creates communication using credible sources <span style="float: right;">1 2 3</span>
	5	Apply oral communication skills appropriate for the audience <span style="float: right;">1 2 3</span>

## All - Assessment Task 2: Examination

<b>GOAL:</b>	The goal of this task is to demonstrate your ability to identify, apply and explain course topics.		
<b>PRODUCT:</b>	Examination		
<b>FORMAT:</b>	<p>An exam will provide you with the opportunity to provide evidence of your your ability to identify, apply and explain course topics that include:</p> <ul style="list-style-type: none"> <li>• The Australian Curriculum: History and Social Science (HASS)</li> <li>• HASS content knowledge, including Indigenous histories and cultures</li> <li>• Planning HASS lessons and learning sequences using inquiry</li> <li>• Literacy, numeracy and ICT in HASS</li> <li>• Controversial issues and fieldwork in HASS</li> <li>• Impact of culture, cultural identity and linguistic background in HASS teaching</li> <li>• Assessment design, marking, reporting and reflection for practice improvement</li> <li>• Evaluating your identity as a HASS teacher</li> </ul> <p>The exam will be 40 minutes and will consist of multiple-choice and short answer questions.</p>		
<b>CRITERIA:</b>	<b>No.</b>		<b>Learning Outcome assessed</b>
	1	Identify, apply and explain HASS content, curriculum, pedagogy and assessment to the work of teaching primary HASS	1 2 3 4 5
	2	Create communication using credible sources	1 2 3 4 5

## All - Assessment Task 3: Fieldwork teaching and assessment portfolio

<b>GOAL:</b>	The goal of this task is to demonstrate your ability to identify, describe and explain the application of curriculum, pedagogy and assessment decision making in the context of Primary HASS.
<b>PRODUCT:</b>	Portfolio
<b>FORMAT:</b>	<p>Create an inquiry-based fieldwork assessment task for your allocated school. Describe how the task provides evidence to support reporting on aspects of the Year 5 or 6 HASS achievement standard. Identify possible school and classroom data and develop a sequence of three lessons that illustrate your approach to teaching HASS content and skills related to the assessment task. Explain your pedagogical and assessment decision making based on the curriculum and academic literature. Finally, reflect on potential challenges you might face as a beginning teacher implementing the teaching and assessment task.</p> <p>Your portfolio should include the following:</p> <ul style="list-style-type: none"> <li>- Identify and describe the school content, year level, fieldwork location and aspect of the reporting standard to be assessed.</li> <li>- Analyse the school profile and describe the implications for engaging year 5/6 students at this school in HASS. Identify the specific classroom level data that you would have available to you as a year 5/6 teacher before the teaching and assessment commences for this task? Describe how you might use this data in your practice?</li> <li>- Describe the fieldwork task you have designed and how it supports your work as a teacher.</li> <li>- Describe a sequence of three lessons that relate to the assessment that illustrate the application of:             <ol style="list-style-type: none"> <li>a. syllabus content knowledge</li> <li>b. discipline-specific pedagogy</li> <li>c. learning goals that create achievable challenges</li> <li>d. a range of teaching strategies and resources including literacy, numeracy and ICT</li> <li>e. student engagement and participation</li> </ol> </li> <li>- Reflect on possible challenges you might face as a beginning teacher implementing the fieldwork task. Analyse the challenges and explain ways you might improve your HASS teaching practice. Analyse and explain the value of a range of sources for professional knowledge and practice development, the role of APST, and feedback from supervisors and colleagues for your practice.</li> </ul>

CRITERIA:	No.	Learning Outcome assessed
	1 Identify and apply HASS content and curriculum	1
	2 Identify and apply HASS pedagogy, inquiry, skills development, literacy, numeracy and use of ICT to engage students.	2 3
	3 Plan and explain data use, pedagogy and assessment decision making in HASS	4
	4 Analyse and explain the value of teacher professional development in HASS	5
	5 Create communication using credible sources	1 2 3 4 5

## 7. Directed study hours

A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Directed study hours may vary by location. Student workload is calculated at 12.5 learning hours per one unit.

## 8. What resources do I need to undertake this course?

Please note: Course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Blackboard site– Please log in as soon as possible.

### 8.1. Prescribed text(s) or course reader

Please note that you need to have regular access to the resource(s) listed below. Resources may be required or recommended.

REQUIRED?	AUTHOR	YEAR	TITLE	PUBLISHER
Required	Rob Gilbert,Libby Tudball,Peter Brett	2020	Teaching Humanities & Social Sciences	Cengage AU
Required	Sleeter, Christine	2015	White Bread: Weaving cultural past into the present	SensePublishers (available electronically via the library)

### 8.2. Specific requirements

It is expected that all students will have access to electronic devices and suitable internet access to engage with the course materials. Bring Your Own Device (BYOD) is necessary for each lecture and tutorial session. Access to a mobile device with a camera and microphone is recommended for participation in the online lecture. Exams will be undertaken using a BYOD.

## 9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the health and safety risks associated with your specific course of study and to familiarise yourself with the University's general health and safety principles by reviewing the [online induction training for students](#), and following the instructions of the University staff.

## 10. What administrative information is relevant to this course?

### 10.1. Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Blackboard, are electronically checked through SafeAssign. This software allows for text comparisons to be made between your submitted assessment item and all other work that SafeAssign has access to.

## 10.2. Assessment: Additional Requirements

### Eligibility for Supplementary Assessment

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

The final mark is in the percentage range 47% to 49.4%

The course is graded using the Standard Grading scale

You have not failed an assessment task in the course due to academic misconduct

## 10.3. Assessment: Submission penalties

Late submission of assessment tasks may be penalised at the following maximum rate:

- 5% (of the assessment task's identified value) per day for the first two days from the date identified as the due date for the assessment task.

- 10% (of the assessment task's identified value) for the third day - 20% (of the assessment task's identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task.

- A result of zero is awarded for an assessment task submitted after seven days from the date identified as the due date for the assessment task. Weekdays and weekends are included in the calculation of days late. To request an extension you must contact your course coordinator to negotiate an outcome.

## 10.4. Study help

For help with course-specific advice, for example what information to include in your assessment, you should first contact your tutor, then your course coordinator, if needed.

If you require additional assistance, the Learning Advisers are trained professionals who are ready to help you develop a wide range of academic skills. Visit the [Learning Advisers](#) web page for more information, or contact Student Central for further assistance: +61 7 5430 2890 or [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au).

## 10.5. Wellbeing Services

Student Wellbeing provide free and confidential counselling on a wide range of personal, academic, social and psychological matters, to foster positive mental health and wellbeing for your academic success.

To book a confidential appointment go to [Student Hub](#), email [studentwellbeing@usc.edu.au](mailto:studentwellbeing@usc.edu.au) or call 07 5430 1226.

## 10.6. AccessAbility Services

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, learning disorder mental health issue, injury or illness, or you are a primary carer for someone with a disability or who is considered frail and aged, [AccessAbility Services](#) can provide access to appropriate reasonable adjustments and practical advice about the support and facilities available to you throughout the University.

To book a confidential appointment go to [Student Hub](#), email [AccessAbility@usc.edu.au](mailto:AccessAbility@usc.edu.au) or call 07 5430 2890.

## 10.7. Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Administration of Central Examinations
- Deferred Examinations
- Student Academic Misconduct
- Students with a Disability

Visit the USC website: <http://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

## 10.8. General Enquiries

### In person:

- **USC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **USC Moreton Bay** - Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **USC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **USC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **USC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **USC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

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