



## COURSE OUTLINE

EDU741

# Teaching Junior Secondary History

**Course Coordinator:** Michael Christie (mchristi@usc.edu.au) **School:** School of Education and Tertiary Access

2021 | Semester 1

USC Sunshine Coast

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

This course builds capacity to design and recognize effective pedagogy within History for Years 7 - 10. You organize and plan lessons using the Australian Curriculum for History, apply your knowledge, understanding and skills to interpret, implement and adapt learning, in order to engage Junior Secondary students. You integrate Aboriginal and Torres Strait Islander histories, culture or languages into learning activities and reflect on your developing teaching practice.

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

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
ON CAMPUS			
<b>Lecture</b> – You are required to engage with a weekly 2 hour lecture, associated activities and required/recommended course reading materials accessed through Blackboard and using the required text.	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

### 1.3. Course Topics

- Australian Curriculum Content, General Capabilities and Cross Curriculum Priorities
- Key reports and policy in relation to teaching History in years 7-10
- Strategies for meeting the diverse needs of learners
- Evaluation and interpretation of student assessment data
- Concepts, principles and structure of History pedagogy, lesson planning and presentation
- Understanding of assessment, feedback, moderation and reporting ICT applications in teaching, learning and communication with parents and carers
- Depth Studies, historical interpretation and argument in lower secondary History

## 2. What level is this course?

700 Level (Specialised)

Demonstrating a specialised body of knowledge and set of skills for professional practice or further learning. Advanced application of knowledge and skills in unfamiliar contexts.

## 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
<p><b>1</b> Apply synthesised knowledge of Australian Curriculum History to design authentic learning opportunities in History</p>	<p>Knowledgeable Creative and critical thinker</p>	<p>2.1 - Content and teaching strategies of the teaching area 2.2 - Content selection and organisation 2.3 - Curriculum, assessment and reporting 2.4 - Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians 2.5 - Literacy and numeracy strategies 2.6 - Information and Communication Technology (ICT) 3.1 - Establish challenging learning goals 3.2 - Plan, structure and sequence learning programs</p>
<p><b>2</b> Create effective learning sequences with a range of teaching strategies and curriculum resources, including ICT and effective pedagogy, suitable for the student cohort in the context of a depth study</p>	<p>Knowledgeable Creative and critical thinker</p>	<p>2.1 - Content and teaching strategies of the teaching area 2.2 - Content selection and organisation 2.3 - Curriculum, assessment and reporting 2.4 - Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians 2.5 - Literacy and numeracy strategies 2.6 - Information and Communication Technology (ICT) 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 4.1 - Support student participation</p>
<p><b>3</b> Critically analyse assessment, feedback and moderation practices in History</p>	<p>Creative and critical thinker</p>	<p>2.3 - Curriculum, assessment and reporting 5.1 - Assess student learning 5.2 - Provide feedback to students on their learning 5.3 - Make consistent and comparable judgements 5.4 - Interpret student data</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

Prerequisite: Enrolled in Program ED706 and an History Teaching area

## 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

Early feedback will be provided through examples and scaffolding of the expectations for task 1 between weeks 1 and 3. The draft of a letter to parents regarding a proposed field trip will also be used to give feedback on planning, structure, style for written tasks.

### 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	45%	1000 words for lesson plan. 15 minutes for teaching segment. 1500 words for reflection.	Refer to Format	Online Assignment Submission with plagiarism check
All	2	Plan	Individual	55%	3500 words	Week 10	Online Assignment Submission with plagiarism check

#### All - Assessment Task 1: Oral and written piece

<b>GOAL:</b>	The goal of this task is for you to develop your ability to (1a) prepare an inquiry-based History lesson appropriate for the full range of student abilities, (1b) teach a segment of the lesson to peers and then (1c) based on feedback from your peers write a reflection on your teaching explaining how you would adapt the lesson plan for future use.
<b>PRODUCT:</b>	Oral and Written Piece
<b>FORMAT:</b>	An inquiry-based History lesson plan addressing a new historical knowledge or understanding. A segment of the lesson will be taught during the tutorial and an individual reflection. a. Use the template provided on Blackboard and design a 70-minute inquiry -based lesson plan that will help prepare students for their field trip. The lesson plan will include at least one of the Cross-curriculum Priorities: numeracy, literacy, Asian history, Aboriginal history, and Torres Strait Islander history. b. Teach a 15-minute segment of your lesson. You are expected to provide feedback on the teaching segments of others. (You will be given 2 students to whom you must provide feedback to.) c. Write a reflection on your lesson incorporating the feedback of others and link the reflection to literature. The reflection will be submitted one week after your teaching segment. Formative feedback will be provided after the presentation and prior to the written submission.

CRITERIA:	No.	Learning Outcome assessed
	1	Knowledge of History curriculum to design authentic learning opportunities in History <span style="float: right;">1</span>
	2	Using inquiry-based pedagogy and resources for an effective learning sequence which incorporates Cross Curricular priorities suitable for the student cohort. <span style="float: right;">2</span>
	3	Written and oral communication skills and academic literacies including grammar, English expression, APA referencing conventions, and technical accuracy.
	4	Assessment criteria are mapped to the course learning outcomes. <span style="float: right;">1 2</span>

### All - Assessment Task 2: History Unit Plan

<b>GOAL:</b>	The goal of this task is to design and create a History unit plan (learning sequence) for students in a junior secondary class.	
<b>PRODUCT:</b>	Plan	
<b>FORMAT:</b>	<p>Using the Australian Curriculum History, your History discipline content knowledge, and pedagogic strategies for active and engaged learning, make use of a prescribed template to design a unit plan for 2 x 75 minute (or 3 X 45 minute) lessons per week for a class of 25 students in a selected year group (7 – 10) across an eight week term.</p> <p>The eight weeks looks like this:</p> <p>Week 1: Introduction to the unit.</p> <p>Week 2: The swimming carnival takes one of your lessons.</p> <p>Week 5: Students go on school camp and you lose all lessons.</p> <p>Week 7: Students are working on assessment during class to receive teacher feedback.</p> <p>Week 8: Assessment is due.</p> <p>Ensure your plan includes:</p> <ul style="list-style-type: none"> <li>• A rationale that introduces the unit and justifies its contribution to student learning</li> <li>• Unit learning intentions/objectives</li> <li>• Alignment of unit learning intentions/objectives with the Australian Curriculum History, relevant to the student cohort</li> <li>• A tabulated scope and sequence of learning activities for 2 x 75 minute (or 3 X 45 minute) lessons per week for eight weeks</li> <li>• Outline of resources, including ICT</li> <li>• Formative assessment mechanisms to inform teaching</li> <li>• Outline of proposed summative assessment instrument/s that are aligned with learning intentions/goals</li> <li>• Suggested moderation processes.</li> </ul> <p>Formative feedback will be provided prior to submission.</p>	
<b>CRITERIA:</b>	No.	Learning Outcome assessed
	1	Synthesised knowledge of Australian Curriculum History, to design authentic learning opportunities in History <span style="float: right;">1</span>
	2	Create effective learning sequences with a range of teaching strategies and resources including ICT and effective pedagogy, suitable for the student cohort <span style="float: right;">2</span>
	3	Critical analysis of assessment and feedback practices in History <span style="float: right;">3</span>
	4	Written communication and academic literacies including grammar, English expression, APA referencing conventions, and technical accuracy.

## 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.

## 7.1. Schedule

PERIOD AND TOPIC	ACTIVITIES
Module 1 Weeks 1-2 Curriculum, Key reports, Policy and Initiatives in History	Exploring the Australian Curriculum for History Exploring integration opportunities in the curriculum with the General Capabilities and Cross Curriculum Priorities Exploring National and State reports, initiatives and policy in History Melbourne Declaration A Flying Start for QLD Children United in our pursuit of Excellence Keeping QLD Schools Safe QLD Closing the Gaps Report National Numeracy Review Report Towards a 10-year plan for STEM Further readings and tutorial/ online activities see Blackboard – teaching module 1
Module 2 Weeks 3-4 History content for lower secondary	Exploring world and Australian History Exploration of Depth Studies in lower secondary History content Exploration of the concepts of evidence and contestability in History Skills Examining teaching resources including ICT and its safe and ethical use in History teaching and assessment Further readings and tutorial/online activities see Blackboard – teaching module 2
Module 3 Weeks 5-7 Lesson planning for the student cohort	Exploring how to design and teach History lessons with History curriculum outcomes linked to the lesson objectives, assessment and teaching content Exploring how to organise History content into an effective learning sequence Examining a range of teaching strategies and skills for presenting a lesson in History Exploring lower secondary pedagogies for inclusion, engagement and behaviour management in History Exploring different types and purposes of assessment, feedback and moderation in History Further readings and tutorial/online activities see Blackboard – teaching module 3
Module 4 Weeks 8-10 Catering for Diversity and setting History learning goals	Exploring methods to evaluate students' assessment data and set learning goals in History Examining strategies for managing the student behaviour in class Exploring strategies to support the safe, responsible and ethical use of ICT by students in History classes Exploring strategies for recording student achievement in History and reporting to parents/carers Further readings and tutorial/online activities see Blackboard – teaching module 4

## 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	Cooper, H. & Chapman, A.	2009	Constructing history.	London: Sage Publications

### 8.2. Specific requirements

Not applicable

## 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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