

UNIT INFORMATION

UNIT CODE	CR184								
UNIT NAME	Curriculum and Pedagogy: HASS P-3								
ASSOCIATED HIGHER EDUCATION AWARDS	Bachelor of Education (Primary)								
DURATION	One Semester								
LEVEL	Level 7								
CORE / ELECTIVE	Core								
WEIGHTING	Unit credit points 10 (0.125 EFTSL) Course credit points: 320 - Bachelor of Education (Primary)								
LEARNING DELIVERY	<p>Internal/On Campus</p> <ul style="list-style-type: none"> • Weekly lecture • Weekly tutorial (where applicable) <p>Plus, Learning Portal</p> <p>External/Online</p> <ul style="list-style-type: none"> • Weekly virtual lecture/ tutorial <p>Plus, Learning Portal</p> <p>Learning Portal (Moodle™)</p> <ul style="list-style-type: none"> • Power Point presentation and resources • Weekly readings • Study guides • Collaborative forums: Student forums and News forum. • Turnitin assessment and feedback tool <p>All unit outlines are reviewed prior to the offering of the unit to take account of student and lecturer feedback.</p>								
STUDENT WORKLOAD	<table border="0"> <tr> <td>Contact hours/Directed Online study</td> <td>30 hours</td> </tr> <tr> <td>Reading, study and preparation</td> <td>50 hours</td> </tr> <tr> <td>Assignment preparation</td> <td>70 hours</td> </tr> <tr> <td>Total</td> <td>150 hours</td> </tr> </table> <p>Students requiring additional English language support are expected to undertake an additional one hour per week.</p>	Contact hours/Directed Online study	30 hours	Reading, study and preparation	50 hours	Assignment preparation	70 hours	Total	150 hours
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Reading, study and preparation	50 hours								
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Total	150 hours								
PREREQUISITES / COREQUISITES / RESTRICTIONS	Nil								

RATIONALE

Enduring Understanding:

Inquiry is an essential pedagogy for the teaching of humanities and Social Sciences (HASS) in primary (Years P-3) contexts.

This unit is to provide the theoretical and practical understanding of how to plan curriculum and teach through an inquiry framework in the Humanities and Social Sciences in primary (Years P-3) contexts. Pre-service teachers will gain a working knowledge of the current Australian Curriculum content and standards for teaching Humanities and Social Sciences, including Aboriginal and Torres Strait Islander perspectives. This unit will explore strategies to reflect a developing Biblical understanding of the focus areas.

Opportunities will be provided for pre-service teachers to develop curriculum and pedagogical skills in teaching history, geography, civics and citizenship, according to the Australian Curriculum.

CONTENT

1. Learning engagement through Inquiry Pedagogy for HASS (Years P-3) including the phases of: questioning, researching, analysing, evaluating and reflecting, and communicating
2. Teaching the components of HASS:
 - 2.1 History:
 - 2.1.1 Unpacking the strands of Historical Knowledge and Understandings, and Historical Skills (Years P-3)
 - 2.1.2 Developing age-appropriate (Years P-3) skills of source analysis
 - 2.1.3 Developing the historical inquiry approach in a manner suitable for Years P-3
 - 2.1.4 Including Aboriginal and Torres Strait Islander perspectives as more than content
 - 2.1.5 Age-appropriate (Years P-3) techniques for the history classroom (e.g., Presenting ideas, findings viewpoints and conclusions in a range of texts and modes, digital and non-digital)
 - 2.2 Geography:
 - 2.2.1 Concepts of space, environment, interconnection, sustainability, scale and change in HASS (Years P-3)
 - 2.2.2 Geography as a spatially oriented curriculum
 - 2.2.3 Developing a Geographical investigation
 - 2.2.4 Age-appropriate (Years P-3) techniques for the Geography classroom (e.g., Fieldwork, mapping, GIS, multimedia approaches)
 - 2.3 Civics and Citizenship:
 - 2.3.1 The cross-curricular nature of the Civics and Citizenship curriculum (Year 3)
 - 2.3.2 Civics and Citizenship in HASS: knowledge and understanding, and skills
 - 2.3.3 Teaching values in the classroom
 - 2.3.4 Participatory learning as a pedagogy for civics and citizenship
 - 2.3.5 Aboriginal and Torres Strait Islander perspectives
3. Integrating the HASS Curriculum:
 - 3.1 Integrating the various disciplinary and cross-disciplinary components of the HASS curriculum
 - 3.2 Integrating a Christ-centred, Bible-based worldview to the teaching of HASS
4. Using ICTs in HASS (Years P-3) to enhance the inquiry process in Geography, History and Civics and Citizenship

LEARNING OUTCOMES

On completion of this unit, pre-service teachers will have provided evidence that they have:

- 1 broad and coherent understanding of pedagogical theories for planning curriculum, teaching, learning HASS for primary (Years P-3) contexts
Graduate Teacher Standards: 1.1, 1.2, 2.1, 2.2
Graduate Attributes: 1, 2, 5, 7
- 2 well-developed cognitive skills that apply ethical and inclusive cultural and Aboriginal and Torres Strait Islander perspectives into integrated HASS curricula and pedagogy in primary contexts
Graduate Teacher Standards: 1.3, 1.4, 2.1, 2.4, 4.1
Graduate Attributes: 1, 2, 5, 7
- 3 demonstrated autonomy in the application of Australian Curriculum for planning, teaching, learning and assessment in HASS in primary (Years P-3) contexts
Graduate Teacher Standards: 1.3, 1.4, 2.1, 2.2, 2.4, 4.1
Graduate Attributes: 1, 3, 4
- 4 designed teaching and learning goals, strategies and resources (including ICTs) that engage learners, transmit age-appropriate knowledge, skills and ideas in the HASS (Years P-3) curriculum to others
Graduate Teacher Standards: 2.1, 2.2, 2.6, 3.1, 3.2, 3.3, 3.4, 4.1
Graduate Attributes: 1, 4, 7
5. broad and coherent understanding of a Christ-centred, Bible-based worldview relating to teaching and learning HASS in primary contexts (Years P-3)
Graduate Teacher Standards: 1.3, 2.1
Graduate Attributes: 1, 3, 4
6. evaluated theoretical propositions and conclusions regarding the teaching of HASS, in the light of contemporary theory, research and achievement data and
Graduate Teacher Standards: 1.1, 1.2, 2.1, 3.6
Graduate Attributes: 1, 4, 7
7. communicated at an appropriate tertiary standard, with special attention to design elements, grammar usage, logical relations, style, referencing and presentation
Graduate Attributes: 6

ASSESSMENT TASKS

In order to receive a passing grade a student must fulfil the following requirements:

- adequate submission/attempt of all assessment tasks
- achieve a summative exit grade of Pass or above

TASK 1: CHRISTIAN WORLDVIEW CONCEPTUALISATION IN HASS

Utilising the Christian worldview lens of 'God's Big Story' develop a table that identifies a variety of conceptual constructs within each of the three studied HASS learning areas; History, Geography and Civics and Citizenship.

Develop a classroom application for a Years P-3 HASS learning topic drawn from the Australian Curriculum curriculum in ONE area (History, Geography or Civics and Citizenship)

Word Length/Duration: 500-600 words (explanation)
Weighting: 25%
Assessed: Week 5

TASK 2: EXPLANATION AND JUSTIFICATION OF SYLLABUS CONCEPTS

Explain the key concepts of inquiry pedagogy, knowledge and understanding, and cross-curricular integration within the HASS (Years P-3) curriculum.

Using the tools of digital story telling create one 6–10-minute presentation, appropriate for a beginning teacher audience, explain the key concepts of inquiry pedagogy, knowledge, skills and understanding, and the benefits of cross-curricular integration within the HASS (Years P-3) curriculum. In addition, write a justification for the use of an inquiry model and cross-curricular integration as pedagogical approaches for teaching HASS.

Word Length/Duration: 6-10minute video
 Weighting: 35%
 Assessed: Week 11

TASK 3: DESIGNING AND DEMONSTRATING LEARNING ACTIVITIES (COLLABRATIVE TASK)

Choose one inquiry question from History OR Geography within one year level from P-3 and plan a sequence of lessons that facilitate active engagement in the inquiry process.

The lessons should focus on each of the different phases of the inquiry (Questioning, Researching, Analysing, Evaluating and Reflecting, and Communicating).

Prepare a brief explanation to your peers of the sequence of lessons. From the five lessons from the inquiry process, choose ONE lesson to explain in further detail to your peers. This lesson should include any examples of resources which would be used during the lesson. Provide a short justification of your choice of learning experiences, scaffolding and skills/learning outcomes acquired, with reference to the curriculum and academic references in relation to the inquiry process.

Word Length/Duration: 20-minute presentation + 700-word justification
 Weighting: 40%
 Assessed: Weeks 12-14 (presentations), Week 14 (written justification & power point)

ASSESSMENT ALIGNMENT

Assessment Task	Learning Outcome	Content	Graduate Teacher Standards	Graduate Attributes
Task 1	1, 5, 7	1-3	1.1, 2.1	1-7
Task 2	1, 2, 6, 7	1-3	1.1, 1.2, 2.1	1, 2,4, 5, 6, 7
Task 3	1, 3, 4, 5, 7	1-4	1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 3.3, 4.1, 4.2	1-7

ASSESSMENT ELABORATION

Task 1: Christian Worldview conceptualisation in HASS

Unpacking the task

There are two parts to this task.

Part A involves filling in the table that has God’s Big Story vertically on the left-hand side and the three curriculum areas horizontally at the top of the table. You are to write a *conceptual construct* in each area of the table that corresponds and aligns with each section. **A conceptual construct is a written statement that demonstrates your understanding and knowledge of how either *Creation, Fall, Redemption and Restoration* may each be represented in the HASS learning areas of History, Geography and Civics and Citizenship.**

It is recommended that you approach Part A using the following steps:

1. Download the table template of God's Big Story from Moodle,
2. Look at ACARA and ensure you are familiar with each curriculum area of History, Geography and Civics and Citizenship,
3. Choose one curriculum area to write about at a time.
4. Write a single sentence that identifies and illustrates a conceptual construct that aligns with that curriculum area and the corresponding section of God's Big Story,
5. Your conceptual construct is **to broadly cover the curriculum area**,
6. Fill in each area of the table ensuring that there are no blank spaces.

Part B involves **choosing 1** of the conceptual constructs from your table and expanding upon this construct in writing (approximately 1 paragraph of 200-250 words). This application of the conceptual construct is to briefly explain **how you might use that construct in teaching students in the classroom through one chosen HASS curriculum area from ACARA for one-year level from P-3**. You are to include one reference using APA 6 formatting.

It is recommended that you approach Part B using the following steps:

1. Pick **one** construct from your table (e.g. Creation + History written construct).
2. Elaborate on this construct and apply it to a learning experience for a single chosen year level from P-3.
3. Explain the overarching rationale behind how this conceptual construct applies to your learning experience for your chosen HASS curriculum area and year level.
4. Provide 2 references to support your application of your conceptual construct. One of these must be the Bible and the other must be a peer-reviewed reference.
5. Use APA 6 referencing formatting for your references and reference list.

Task 2: Explanation and justification of Syllabus Concepts

Unpacking the task

You are to create ONE video (including references) that is 6-10 minutes in duration. The digital storytelling component is where you are encouraged to be as creative as you wish, provided you meet the criteria for this task.

Key Concepts Video – include

- What is included in the HASS curriculum? Provide an overview.
- What are the key concepts and Knowledge and Understandings covered from P-3? (including knowledge, understanding and skills within Geography, History and Civics and citizenship) Inquiry Pedagogy (what is the process of inquiry and why do we use it in HASS)
- How does the Cross-Curricular priority of 'Aboriginal and Torres Strait Islander Histories and Cultures' fit into the curriculum?
- Cross-curricular Integration (what is it? What are the benefits? how can HASS be integrated across the curriculum – give one example)

The video is to explain each of the above topics and link into the HASS (Years P-3) curriculum. The goal of these videos is to instruct your audience (i.e. beginning teachers) on each of these key concepts.

Tips for planning your video (these are offered as a guide)

Format

- a. Use software such as Moviemaker (or similar) to create and edit your video file.
- b. Save your file in mp4 format.
- c. Create a YouTube account if you do not already have one. Upload your video file to your YouTube account and set the privacy settings to private, while allowing the lecturer access to view your video.

- d. Submit a word document with your name, course code, student number and the links to each video. Please include an APA6 formatted reference list in this document on a separate page.

References

- You are required to reference a minimum of 6 credible (academic and peer-reviewed references e.g., journal articles or books) sources across this whole task.
- There is no limit on the number of references, however it is important to properly reference all sources and material according to APA6 formatting.

Task 3: Designing and Demonstrating Learning Activities

Choose one inquiry question from History OR Geography within one year level from P-3 and plan a sequence of lessons that facilitate active engagement in the inquiry process.

The lessons should focus on each of the different phases of the inquiry (Questioning, Researching, Analysing, Evaluating and Reflecting, and Communicating).

Prepare a brief explanation to your peers of the sequence of lessons. From the five lessons from the inquiry process, choose ONE lesson to explain in further detail to your peers. This lesson should include any examples of resources which would be used during the lesson. Provide a short justification of your choice of learning experiences, scaffolding and skills/learning outcomes acquired, with reference to the curriculum and academic references in relation to the inquiry process.

Unpacking the task

The Task

Activities. You and a partner are to present to your colleagues your planned sequence of learning experiences that engage your audience in the inquiry process.

At least one activity will need to consider how to be inclusive culturally and incorporate Aboriginal and Torres Strait Islander Perspectives. At least one of the activities in the inquiry needs to illuminate and incorporate a Christ-centered, Bible-based worldview (using one of the lenses from God's Big Story).

Provide an OVERVIEW of the sequence of FIVE lessons which follow the inquiry process. Choose ONE of these lessons to demonstrate and outline in detail to your peers. For this lesson, include showing videos / stories / resources which you would use in the lesson and what learning activities the students would be engaged in. Remember if you use resources for your lesson from another source, you must reference these.

The presentation is to last approximately 20 minutes.

Presentation. This will be a PowerPoint or similar presentation to your colleagues, which provides a rationale and justifies your choice of learning activities. Your rationale is to include at least 6 peer-reviewed references, a reference to the Bible and a reference list slide.

You must work in pairs to complete this task.

- Decide on a year level from P-3.
Look at the curriculum and choose:
- 1 inquiry question for Geography **OR**
- 1 inquiry question for History
- Decide on relevant learning outcomes and the skills required from the curriculum website (see ACARA)
- Include the five steps of inquiry pedagogy (questioning, researching, analyzing, evaluating and reflecting, and communicating) as a framework for your learning activities to address the chosen inquiry question.
- Identify inclusive cultural perspectives for at least one of the lessons that promotes and engages with the topic of Aboriginal and Torres Strait Islanders (see ACARA).
- Include in ONE lesson, a Biblical perspective using ONE lens from God's Big Story (see Task 1).

- Choose ONE of the five lessons to plan in detail, including sharing the resources and activities which you will use for the lesson.

3. Presentation

- Present to your peers:
 - The Subject area and year level you are planning for
 - The inquiry question
 - The learning outcomes and skills to be taught
 - The sequence of learning activities for each of the five phases of inquiry
 - Choose ONE of the learning activities to create a detailed lesson plan and demonstration / explanation to your peers. This should include:
 - * Learning outcomes for the lesson.
 - * Phase of the inquiry process which this lesson addresses
 - * The inquiry questions.
 - * Lesson sequence:
 - How you will 'hook' students into the lesson (will you use a book / images / song / video etc.?)
 - Key questions you will ask students
 - Activities you will be engaging students in – in pairs? Individually? Small groups?
 - How will they record their learning?
 - How will you conclude the lesson?
 - include a reference list on the final slide of your presentation

4. References

- You are required to reference a minimum of 6 credible (academic and peer-reviewed references e.g. journal articles or books) sources across this whole task and to include the Bible.
- There is no limit on the number of references, however it is important to properly reference all sources and material according to APA6 formatting.

Submission to Turnitin and Feedback

Students are required to submit the following 2 documents to Turnitin by the due date:

1 x PowerPoint presentation.

1 Rationale: No more than 7--800 words, justifying your use of the inquiry process and the types of activities you have chosen, as well as the importance of incorporating a Biblically and culturally sensitive approach to HASS. References are to be used to support all your choices – this includes God's Big Story, The Bible, academic journal articles, and the textbook.

1 Record of contributions FOR EACH PERSON (see Moodle). This provides the lecturer with your reflections on how equally each partner contributed to the task.

SPECIALIST FACILITIES OR EQUIPMENT

Nil

PRESCRIBED TEXTS

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

Reynolds, R. (2014). *Teaching humanities and social sciences in the primary school*. (3rd ed.). Oxford, UK: Oxford University Press.

Selected readings will be available via the Moodle™ site for this unit.

RECOMMENDED READINGS

CURRICULUM READINGS

Bull, G., & Anstey, M. (2013). *Uncovering history using multimodal literacies: An inquiry process*. Carlton South, Victoria: Education Services Australia Ltd.

Catling, S., Willy, T., & Butler, J. (2012). *Teaching primary geography for Australian schools: Early years to year 6*. Melbourne, VIC: Hawker Brownlow.

Christian Schools Australia (2017). *Locating Learners in God's Big Story 2.0: Illuminating Education in Australian Christian Schools*. Sydney, NSW: Christian Schools Australia

Crotty, M. & Roberts, D. (2009). *Turning points in Australian history*. Sydney, NSW: UNSW

Gilbert, R., & Hoepfer, B. (2020). *Teaching humanities and social sciences: History, geography, economics and citizenship in the Australian curriculum*. (7th ed). Sydney, NSW: Cengage Learning Australia.

Kotler, P., Hessekiel, D., & Lee, N. (2012). *Good works! Marketing and corporate initiatives that build a better world - and the bottom line*. Hoboken, New Jersey, NJ: John Wiley & Sons.

Kruse, D. (2012). *Assessment strategies for the inquiry classroom*. Melbourne, VIC: Education Services Australia.

Kuhlthau, C., Maniotes, L., & Caspari, A. (2015). *Guided inquiry: Learning in the 21st century*. (2nd ed.). Englewood: ABC-CLIO.

Layton, A., Robinson, T., & Tucker, I. (2019). *Economics for today*. [6th Asia Pacific ed.]. South Melbourne, VIC: Cengage Learning Australia.

McInnes, W. (2012). *The making of modern Australia*. Sydney, NSW: Hatchett Australia.

Phillips, J., & Lampert, J. (2012). *Introductory Indigenous studies in education: Reflection and the importance of knowing*. 2nd ed. Frenchs Forest, NSW: Pearson.

Ward, M. (2013). *Connecting with geography strategies for an inquiry classroom*. VIC: Curriculum Press.

WEBSITES

Australian Conservation Foundation:
<https://www.acfonline.org.au/>

Australian Curriculum:
<http://www.australiancurriculum.edu.au/>

Australian Geography Teachers' Association (AGTA):
<http://www.agta.asn.au/>

Australian History Teachers Association (HTAA):
<http://www.historyteacher.org.au/>

Business Educators' Association of Queensland (BEAQ):
<http://www.beaq.org.au/>

Civics and Citizenship Education (CCE):
http://www.civicsandcitizenship.edu.au/cce/teaching_and_learning_activities_for_cce,34745.html

Curriculum into the Classroom (C2C)

<http://education.qld.gov.au/c2c/>

Department of Industry, Innovation and Science:
<http://www.industry.gov.au/Pages/default.aspx>

Education Services, Australian Museum
<https://australianmuseum.net.au/education-services>

Education, National Museum Australia
<http://www.nma.gov.au/education>

Geoscience Australia:
<http://www.ga.gov.au/>

National Parks (Australia):
<http://www.australia.gov.au/search/site/National%20Parks>

Queensland Curriculum and Assessment Authority (QCAA):
<https://www.qcaa.qld.edu.au/>

OTHER

In addition to the resources above, students should have access to a Bible, preferably a modern translation such as The Holy Bible: The New International Version 2011 (NIV 2011) or The Holy Bible: New King James Version (NKJV).

These and other translations may be accessed free on-line at <http://www.biblegateway.com>. The Bible app from LifeChurch.tv is also available free for smart phones and tablet devices.

UNIT REVIEW

SEMESTER	FEEDBACK AND RESPONSE

RUBRIC

TASK 1: CHRISTIAN WORLDVIEW CONCEPTUALISATION IN HASS

LO	CRITERIA	HIGH DISTINCTION	DISTINCTION	CREDIT	PASS	FAIL
	PART A	Self-assessment prompts: have you written a conceptual construct for each space in your table? Did you apply the lens of Creation, Fall, Redemption and Restoration to the curriculum area of History, Geography and Civics and Citizenship? Does your conceptual construct make sense and align conceptually with the corresponding area?				
1	Written conceptual constructs are relevant and applicable for each area of the HASS curriculum	<p>Conceptual constructs are all extremely insightful, relevant and applicable for all areas of the HASS curriculum</p> <p>Conceptual constructs written for each area of the HASS curriculum with no blank spaces in the table</p>	<p>Conceptual constructs are all very insightful, relevant and applicable for all areas of the HASS curriculum</p> <p>Conceptual constructs written for each area of the HASS curriculum with no blank spaces in the table</p>	<p>Conceptual constructs are all mostly insightful, relevant and applicable for almost all areas of the HASS curriculum</p> <p>Conceptual constructs written for each area of the HASS curriculum with no blank spaces in the table</p>	<p>Conceptual constructs are relevant and applicable for most areas of the HASS curriculum</p> <p>Conceptual constructs written for two or more areas of the HASS curriculum with 1 or 2 blank spaces in the table</p>	<p>Conceptual constructs have limited relevance and are not applicable in two or more areas of the HASS curriculum.</p> <p>Insufficient number of conceptual constructs written for each area of the HASS curriculum with several or more blank spaces in the table</p>

LO	CRITERIA	HIGH DISTINCTION	DISTINCTION	CREDIT	PASS	FAIL
5	Ability to apply the lens of God's Big Story (Creation, Fall, Redemption, Restoration) to the three areas of the HASS curriculum	<p>The lens of <i>Creation</i> is applied to all three areas of the HASS curriculum to an exceptional standard</p> <p>The lens of <i>Fall</i> is applied to all three areas of the HASS curriculum to an exceptional standard</p> <p>The lens of <i>Redemption</i> is applied to all three areas of the HASS curriculum to an exceptional standard.</p> <p>The lens of <i>Restoration</i> is applied to all three areas of the HASS curriculum to an exceptional standard</p>	<p>The lens of <i>Creation</i> is applied to two or more areas of the HASS curriculum to a very high standard</p> <p>The lens of <i>Fall</i> is applied to two or more areas of the HASS curriculum to a very high standard.</p> <p>The lens of <i>Redemption</i> is applied to three areas of the HASS curriculum to a very high standard</p> <p>The lens of <i>Restoration</i> is applied to three areas of the HASS curriculum to a very high standard</p>	<p>The lens of <i>Creation</i> is broadly applied to two or more areas of the HASS curriculum to a good standard</p> <p>The lens of <i>Fall</i> is broadly applied to two or more areas of the HASS curriculum to a good standard</p> <p>The lens of <i>Redemption</i> is broadly applied to two or more areas of the HASS curriculum to a good standard</p> <p>The lens of <i>Restoration</i> is broadly applied to two or more areas of the HASS curriculum to a good standard</p>	<p>The lens of <i>Creation</i> is applied to two or more areas of the HASS curriculum to a satisfactory standard with minor gaps</p> <p>The lens of <i>Fall</i> is applied to two or more areas of the HASS curriculum to a satisfactory standard.</p> <p>The lens of <i>Redemption</i> is applied to two or more areas of the HASS curriculum to a very high standard</p> <p>The lens of <i>Restoration</i> is applied to two or more areas of the HASS curriculum to a very high standard</p>	<p>Limited or inappropriate application of the lens of <i>Creation</i> to the areas of the HASS curriculum and/or limited areas of the HASS curriculum identified</p> <p>Limited or inappropriate application of the lens of <i>Fall</i> to the areas of the HASS curriculum and/or limited areas of the HASS curriculum identified</p> <p>Limited or inappropriate application of the lens of <i>Redemption</i> to the areas of the HASS curriculum and/or limited areas of the HASS curriculum identified</p> <p>Limited or inappropriate application of the lens of <i>Restoration</i> to the areas of the HASS curriculum and/or limited areas of the HASS curriculum identified</p>
	PART B	Self-assessment prompts: Have you identified a year level and chosen one conceptual construct from your table to expand? Is your conceptual construct appropriately demonstrated in your learning experience for that year level? Have you included 2 references (one of which is the Bible and the other is peer-reviewed)? Is your referencing formatted to APA6?				



LO	CRITERIA	HIGH DISTINCTION	DISTINCTION	CREDIT	PASS	FAIL
1, 5	Application of one conceptual construct for a P-3 HASS learning experience using the ACARA curriculum	<p>The chosen conceptual construct clearly articulates to an exceptional standard a learning experience that is relevant for the chosen year level</p> <p>The learning experience is exceptionally appropriate to illustrate the chosen area of God's Big Story in a primary context</p>	<p>The chosen conceptual construct clearly articulates to a very high standard a learning experience that is relevant for the chosen year level</p> <p>The learning experience is highly appropriate to illustrate the chosen area of God's Big Story in a primary context</p>	<p>The chosen conceptual construct clearly articulates to a good standard a learning experience that is relevant for the chosen year level</p> <p>The learning experience is appropriate to illustrate the chosen area of God's Big Story in a primary context</p>	<p>The chosen conceptual construct articulates to a satisfactory standard a learning experience that is mostly relevant for the chosen year level</p> <p>The learning experience has some linking and reasoning with illustrating the chosen area of God's Big Story in a primary context</p>	<p>Limited or inappropriate articulation of a chosen conceptual construction to a clear standard. Construct is inappropriate for the chosen year level</p> <p>Limited or inappropriate illustration of the learning experience through the chosen area of God's Big Story in a primary context</p>
		ACADEMIC WRITING AND PRESENTATION				
7	Control of written and textual features including use of APA 6 formatting and referencing including 2 references	<p>Within all components of this task the standard of presentation is exceptional, characterised by grammatical accuracy. The content is clearly and coherently organized and communicated</p> <p>Accurate application of all APA6 referencing conventions and is error free or with 1 or 2 minor errors. 2 or more references used with 1 peer-reviewed reference and the Bible included</p>	<p>Within all components of this task the standard of presentation is very high, characterised by a very high standard of grammatical accuracy. Most content is clearly and coherently organized and communicated.</p> <p>Accurate application of almost all APA6 referencing conventions with only occasional errors. 2 or more references used with 1 peer-reviewed reference and the Bible included</p>	<p>Within almost all components of this task the standard of presentation is effective, characterised by a good level of grammatical accuracy. The content is mostly clear and reasonably organized and communicated</p> <p>Acceptable use of APA 6 referencing conventions with some errors. 2 or more references used with 1 peer-reviewed reference and the Bible included</p>	<p>Within almost all components of this task the standard of presentation and grammar is satisfactory, content is generally clear but lacks cohesion in some areas</p> <p>Use of APA 6 referencing conventions with a number of errors. 1 or more reference used with the Bible included</p>	<p>Limited standard of presentation evident in task. Content is unclear or not relevant and lacks cohesion in some or most areas</p> <p>Limited or inappropriate use of APA 6 referencing conventions with a significant number of errors. Lack of sufficient and/or credible references used and no referencing of the Bible</p>

COMMENT



RUBRIC

TASK 2: EXPLANATION AND JUSTIFICATION OF SYLLABUS CONCEPTS

LO	CRITERIA	HIGH DISTINCTION	DISTINCTION	CREDIT	PASS	FAIL
Self-assessment prompts: Have you created one video that demonstrates all the required aspects of the HASS curriculum (see unit outline for details)? Have you made the video accessible for viewing by the lecturer?						
1, 2, 6	Key concept of Inquiry Pedagogy defined and explored in the context of the HASS (P-3) curriculum	<p>The five areas of Inquiry Pedagogy are identified and explained using extremely insightful examples and illustrations, which goes well beyond obvious points to display a detailed & deep understanding of what Inquiry Pedagogy is and why it is used across the HASS (P-3) curriculum</p> <p>Excellent use of vocabulary and concepts applicable to the HASS curriculum including application of Aboriginal and Torres Strait Islander Perspectives</p> <p>Evidence of extensive reading, which is used masterfully and purposefully to support and illustrate discussion of key concept</p>	<p>The five areas of Inquiry Pedagogy are identified and explained using insightful examples and illustrations and goes beyond obvious points to display a detailed understanding of what Inquiry Pedagogy is and why it is used across the HASS (P-3) curriculum</p> <p>Competent use of vocabulary and concepts applicable to the HASS curriculum including application of Aboriginal and Torres Strait Islander Perspectives</p> <p>Evidence of considerable reading, used purposefully to support and illustrate discussion of key concept</p>	<p>The five areas of Inquiry Pedagogy are identified and explained showing some important insights and a broad understanding of what Inquiry Pedagogy is and why it is used across the HASS (P-3) curriculum</p> <p>Satisfactory use of vocabulary and concepts applicable to the HASS curriculum including application of Aboriginal and Torres Strait Islander Perspectives</p> <p>Evidence of considerable reading, used purposefully to support discussion of key concept</p>	<p>The five areas of Inquiry Pedagogy are identified and explained showing reasonable insight and some understanding of what Inquiry Pedagogy is and why it is used across the HASS (P-3) curriculum</p> <p>Satisfactory use of vocabulary and concepts applicable to the HASS curriculum including application of Aboriginal and Torres Strait Islander Perspectives</p> <p>Evidence of reading, used mostly accurately to support discussion of key concept.</p>	<p>The five areas of Inquiry Pedagogy are poorly identified and explained showing little insight and understanding of what Inquiry Pedagogy is and why it is used across the HASS (P-3) curriculum</p> <p>Unsatisfactory use of vocabulary and concepts applicable to the HASS curriculum including application of Aboriginal and Torres Strait Islander Perspectives</p> <p>Inadequate evidence of reading, which is used mostly accurately to support discussion of key concept</p>



LO	CRITERIA	HIGH DISTINCTION	DISTINCTION	CREDIT	PASS	FAIL
1, 2, 6	Key concept of Knowledge and Understanding defined and explored in the context of the HASS (P-3) curriculum	All key concepts for History, Geography and Civics and Citizenship are clearly identified and explained using extremely insightful and practical examples and illustrations, which goes well beyond obvious points to display an extremely detailed understanding of the HASS (P-3) curriculum Conceptual understanding of each area of the HASS curriculum for P-3 is of an extremely high standard and incorporates Aboriginal and Torres Strait Islander perspectives	All key concepts for History, Geography and Civics and Citizenship are clearly identified and explained using insightful and practical examples and illustrations, which goes beyond obvious points to display a detailed understanding of the HASS (P-3) curriculum Conceptual understanding of each area of the HASS curriculum for P-3 is of a very high standard and incorporates Aboriginal and Torres Strait Islander perspectives	Almost all key concepts for History, Geography and Civics and Citizenship are clearly identified and explained using some important insights and examples, which demonstrates a broad understanding of the HASS (P-3) curriculum Conceptual understanding of each area of the HASS curriculum for P-3 is of a reasonable standard and incorporates Aboriginal and Torres Strait Islander perspectives	Most key concepts for History, Geography and Civics and Citizenship are identified and explained using some commentary and examples, which demonstrates an understanding of the HASS (P-3) curriculum with some minor gaps Conceptual understanding of each area of the HASS curriculum for P-3 is of a satisfactory standard and incorporates Aboriginal and Torres Strait Islander perspectives	Limited and/or inappropriate key concepts identified and explained for History, Geography and Civics and Citizenship with limited explanation and examples demonstrating an unsatisfactory understanding of the HASS (P-3) curriculum Limited and/or inappropriate conceptual understanding of each area of the HASS curriculum for P-3 and limited incorporation of Aboriginal and Torres Strait Islander perspectives
1, 2, 6	Key concept of cross-curricular integration defined and explored in the context of the HASS (P-3) curriculum	Cross-curricular integration is clearly defined and identified using extremely insightful and practical examples that demonstrate the interconnecting possibilities between all following areas of integration: content, skills, learner, context, pedagogy and values Evidence of extensive reading, which is used masterfully and purposefully to support and illustrate discussion of key concept	Cross-curricular integration is clearly defined and identified using insightful and practical examples that demonstrate the interconnecting possibilities between almost all the following areas of integration: content, skills, learner, context, pedagogy and values Evidence of considerable reading, used purposefully to support and illustrate discussion of key concept	Cross-curricular integration is defined and identified using relevant and practical examples that show the interconnecting possibilities between most of the following areas of integration: content, skills, learner, context, pedagogy and values Evidence of considerable reading, used purposefully to support discussion of key concept	Cross-curricular integration is discussed and identified using some relevant and practical examples that show the interconnecting possibilities between some of the following areas of integration: content, skills, learner, context, pedagogy and values Evidence of reading, used mostly accurately to support discussion of key concept	Limited defining and identifying of cross-curricular integration with limited insight and practical examples showing the interconnecting possibilities between the integration areas of content, skills, learner, context, pedagogy and values Inadequate evidence of reading, which is used mostly accurately to support discussion of key concept
PRESENTATION AND ACADEMIC WRITING		Self-assessment prompts: Is your video 6-10 minutes in length? Have you referenced all materials to APA6 formatting and included 6 credible references?				



LO	CRITERIA	HIGH DISTINCTION	DISTINCTION	CREDIT	PASS	FAIL
7	Effective communication and video presentation skills and ability to engage peers	<p>Presentation materials are of excellent and engaging quality, clear and audible voice/audio, well-organised, no spelling or grammatical errors</p> <p>All materials (images, music, readings) are APA referenced, with URLs supplied as needed</p> <p>Your video presentation stayed within the required time frame</p> <p>Accurate application of all APA6 referencing conventions and is error free or with 1 or 2 minor errors. 6 or more credible references used</p>	<p>Presentation materials are of very high quality, clear and audible voice/audio, well-organised, very minor or no spelling or grammatical errors</p> <p>All materials (images, music, readings) are APA referenced, with URLs supplied as needed</p> <p>Your video presentation stayed within the required time frame</p> <p>Accurate application of all APA6 referencing conventions with only occasional errors. 6 or more credible references used</p>	<p>Presentation materials are of good quality, mostly clear and audible voice/audio, reasonably well-organised, minor spelling or grammatical errors</p> <p>Almost all materials (images, music, readings) are APA referenced, with URLs supplied as needed</p> <p>Your video presentation stayed within the required time frame</p> <p>Accurate application of all APA6 referencing conventions with some errors. 5 or more credible references used</p>	<p>Presentation materials are of satisfactory quality, audible voice/audio, organisation of content is generally structured, some spelling or grammatical errors</p> <p>Most materials (images, music, readings) are APA referenced</p> <p>Your video presentation stayed within the required time frame</p> <p>Application of all APA6 referencing conventions with a number of errors. 5 or more references used (with 4 or more credible references)</p>	<p>Presentation materials are of poor quality, voice/audio is insufficiently clear and audible, lacking clear organisation and structure, a number of spelling and grammatical errors</p> <p>Most materials (images and readings) are not adequately APA referenced</p> <p>Your video presentation is not of an acceptable length and is less than 1 minute or over 3 minutes</p> <p>Limited or inappropriate application of APA6 referencing conventions with a significant number of errors. Lack of sufficient and/or credible references used and no referencing of the Bible</p>

COMMENT



RUBRIC

TASK 3: DESIGNING AND DEMONSTRATING LEARNING ACTIVITIES (COLLABRATIVE TASK)

	CRITERIA	HIGH DISTINCTION	DISTINCTION	LOS	PASS	FAIL
1,4,5	Sequence of Inquiry Based Learning Activities	<p>The learning activities are appropriately selected for the chosen year level according to ACARA and a clear and deep demonstration of the understanding of the inquiry process</p> <p>The learning activities are thorough, thoughtful and creative in skilfully and actively engaging the audience in the inquiry process</p> <p>A Biblical perspective has been applied and facilitated to an exceptional standard in at least one learning activity.</p> <p>Aboriginal and Torres Strait Islander perspectives have been applied and facilitated to an exceptional standard in at least one learning activity</p>	<p>The learning activities are appropriately selected for the chosen year level according to ACARA and a clear demonstration of the understanding of the inquiry process</p> <p>The learning activity is thoughtful and creative in skilfully and actively engaging the audience in the inquiry process</p> <p>A Biblical perspective has been applied and facilitated to a very high standard in the learning activity</p>	<p>The learning activities are appropriately selected for the chosen year level according to ACARA and a broad demonstration of the understanding of the inquiry process</p> <p>The learning activities are thoughtful and creative in actively engaging the audience in the inquiry process</p> <p>A Biblical perspective has been applied and facilitated to a good standard in the learning activity</p>	<p>The learning activities are appropriately selected for the chosen year level according to ACARA and demonstration of understanding of the inquiry process with some minor gaps</p> <p>The learning activity is thoughtful and creative in engaging the audience in the inquiry process</p> <p>A Biblical perspective has been applied and facilitated to a satisfactory standard in the learning activity.</p>	<p>Inappropriate selection of learning activity for the chosen year level according to ACARA and demonstration of insufficient understanding of the inquiry process</p> <p>The learning activity did not actively engage the audience in the inquiry process</p> <p>Inappropriate or no application of a Biblical perspective to the learning activities</p>



1, 4, 5	Inquiry Based Learning Activity – focus lesson	<p>The chosen focus learning activity is appropriately selected for the chosen year level demonstrating a clear understanding of the inquiry process</p> <p>The learning activity is thorough, thoughtful and creative in skilfully and actively engaging the audience in the inquiry process.</p>	<p>The chosen focus learning activity is appropriately selected for the chosen year level and a clear demonstration of the understanding of the inquiry process</p> <p>The learning activity is thoughtful and creative in skilfully and actively engaging the audience in the inquiry process.</p>	<p>The chosen focus learning activity is appropriately selected for the chosen year level and a broad demonstration of the understanding of the inquiry process</p> <p>The learning activity is thoughtful and creative in actively engaging the audience in the inquiry process.</p>	<p>The chosen focus learning activity is appropriately selected for the chosen year level and demonstration of understanding of the inquiry process with some minor gaps.</p> <p>The learning activity is thoughtful and creative in engaging the audience in the inquiry process</p>	<p>Inappropriate selection of learning activity for the chosen year level according to ACARA and demonstration of insufficient understanding of the inquiry process</p> <p>The learning activity did not actively engage the audience in the inquiry process</p>
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Self-assessment prompts: Have you provided a justification for your choices of activities and how they were appropriate for the process of inquiry? Have you adequately included and justified the inclusion of Aboriginal and Torres Strait Islander Perspectives in at least 1 or your learning activities?

1, 2, 3 7	Rationale and Justification for Learning Activities	<p>The rationale and justification for the chosen learning activities demonstrate an exceptional level of understanding of pedagogical theory of curriculum planning, teaching and learning.</p> <p>Provide a clear and deeply insightful justification of the inclusive and ethical elements of the Aboriginal and Torres Strait Islander perspectives.</p>	<p>The rationale and justification for the chosen learning activities demonstrate a very high level of understanding of pedagogical theory of curriculum planning, teaching and learning.</p> <p>Provide a clear and insightful justification of the inclusive and ethical elements of the Aboriginal and Torres Strait Islander perspectives.</p>	<p>The rationale and justification for the chosen learning activities demonstrate a broad understanding of pedagogical theory of curriculum planning, teaching and learning for History or Geography.</p> <p>Provide a broad justification of the inclusive and ethical elements of the Aboriginal and Torres Strait Islander perspectives.</p>	<p>The rationale and justification for the chosen learning activities demonstrate an understanding of pedagogical theory of curriculum planning, teaching and learning for History or Geography with some minor gaps.</p> <p>Provide a justification of the inclusive and ethical elements of the Aboriginal and Torres Strait Islander perspectives.</p>	<p>Limited and/or inappropriate demonstration of understanding of pedagogical theory of curriculum planning, teaching and learning for History or Geography.</p> <p>Limited and/or inappropriate justification of the inclusive and ethical element of the Aboriginal and Torres Strait Islander perspectives.</p>
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7	Control of Written and Textual Features	Within all components of this task the standard of presentation is exceptional, characterized by grammatical accuracy. The content is clearly and coherently organized and communicated Accurate application of all APA6 referencing conventions and is error free or with 1 or 2 minor errors. 6 or more references used with 1 peer-reviewed reference and the Bible included	Within all components of this task the standard of presentation is very high, characterized by a very high standard of grammatical accuracy. Most content is clearly and coherently organized and communicated Accurate application of almost all APA6 referencing conventions with only occasional errors. 6 or more references used with 1 peer-reviewed reference and the Bible included	Within almost all components of this task the standard of presentation is effective, characterized by a good level of grammatical accuracy. The content is mostly clear and reasonably organized and communicated Acceptable use of APA 6 referencing conventions with some errors. 5 or more references used with 1 peer-reviewed reference and the Bible included	Within almost all components of this task the standard of presentation and grammar is satisfactory, content is generally clear but lacks cohesion in some areas Use of APA 6 referencing conventions with several errors. 4 or more reference used with the Bible included	Limited standard of presentation evident in task. Content is unclear or not relevant and lacks cohesion in some or most areas Inappropriate use of APA 6 referencing conventions with a significant number of errors Lack of sufficient and/or credible references used and no referencing of the Bible
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COMMENT

