

EDUC90402 Integrated Curriculum (Early Years)

Credit Points:	6.25
Level:	9 (Graduate/Postgraduate)
Dates & Locations:	2010, Parkville This subject commences in the following study period/s: March, Parkville - Taught on campus. Parkville, On Campus
Time Commitment:	Contact Hours: 18 hours Total Time Commitment: 62.5 hours total commitment
Prerequisites:	None
Corequisites:	None
Recommended Background Knowledge:	None
Non Allowed Subjects:	None
Core Participation Requirements:	Attendance at all classes (tutorial/seminars/practical classes/lectures/labs) is obligatory. Failure to attend 80% of classes will normally result in failure in the subject.
Contact:	Education Student Centre
Subject Overview:	This subject will explore ways in which young school-aged children come to understand their world through the diverse dimensions of society (including race, gender, ethnicity, culture and class), in particular curriculum which explores how and why natural factors and human activities affect childrens' lives. Teacher candidates will examine models and theories of curriculum integration which focus on enabling children to draw on their own experience to help them understand the world around them and how social and environmental change has an impact on cultural and learning environments.
Objectives:	On completion of this subject teacher candidates will be able to: <ul style="list-style-type: none"> # Demonstrate knowledge of humanities centred pedagogies; # Demonstrate an understanding of contemporary research and theory on integrated curriculum models and approaches; # Demonstrate the capacity to design a model of integrated curriculum; # Foster developmentally appropriate and socially just curriculum and model learning strategies which foster inquiry and curiosity about the world.
Assessment:	There will be 1 assessment task: An annotated integrated sequence of learning centring on Humanities Level 1 (equivalent to 2000 words) due end of semester (100%)
Prescribed Texts:	Marsh, Colin. 4th ed. (2004) Teaching Studies of Society and Environment. NSW. Prentice Hall. Angus, Jane (ed.), Oodles of noodles : early years., Carlton, Vic. : Curriculum Corp., 1996 VCAA (2005). The Victorian Essential Learning Standards: Discipline-based Learning Strand (The Humanities). VCAA: Victorian Government
Breadth Options:	This subject is not available as a breadth subject.
Fees Information:	Subject EFTSL, Level, Discipline & Census Date, http://enrolment.unimelb.edu.au/fees
Generic Skills:	On completion of this subject, teacher candidates will have the knowledge, skills and understanding to enable them to: <ul style="list-style-type: none"> # Be skilled communicators who can effectively articulate and justify pedagogy and practice in humanities education; # Design flexible and integrated curriculum that focuses on young children's understanding of their world; # Understand the significance of developing their practice on the basis of research evidence in curriculum design and implementation; # Be independent of mind, responsible, resilient, self-regulating;

	# Have a conscious personal and social values base that is reflected in their work with young children.
Related Course(s):	Master of Teaching (Early Childhood) Master of Teaching (Early Years) Master of Teaching (Early Years)