

EDUC90402 Integrated Curriculum (Early Years)

Credit Points:	6.25
Level:	9 (Graduate/Postgraduate)
Dates & Locations:	This subject is not offered in 2016.
Time Commitment:	Contact Hours: 18 Total Time Commitment: 85 hours
Prerequisites:	None
Corequisites:	None
Recommended Background Knowledge:	None
Non Allowed Subjects:	None
Core Participation Requirements:	<p><p>For the purposes of considering request for Reasonable Adjustments under the Disability Standards for Education (Cwth 2005), and Student Support and Engagement Policy, academic requirements for this subject are articulated in the Subject Overview, Learning Outcomes, Assessment and Generic Skills sections of this entry.</p> <p><p>It is University policy to take all reasonable steps to minimise the impact of disability upon academic study, and reasonable adjustments will be made to enhance a student's participation in the University's programs. Students who feel their disability may impact on meeting the requirements of this subject are encouraged to discuss this matter with a Faculty Student Adviser and Student Equity and Disability Support: http://services.unimelb.edu.au/disability</p></p> </p>
Contact:	This subject is not offered in 2016
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.
Learning Outcomes:	<p>On completion of this subject teacher candidates will be able to:</p> <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%) This subject has a minimum hurdle requirement of 80% attendance at all tutorials, seminars and workshops.
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., 1996VCAA (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:

- # 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.