UniSC

COURSE OUTLINE

EDU739 Teaching Junior Secondary Geography

School: School of Education and Tertiary Access

2026 | Trimester 1

UniSC Sunshine Coast
UniSC Moreton Bay

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

Please go to usc.edu.au 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

The course builds your capacity to design inquiry-based pedagogy and assessment for Years 7 -10 Geography. You will organise, plan, explain and justify engaging lessons based on the Australian Curriculum and evaluate teaching, learning, assessment, feedback and reporting strategies. In addition, you will apply and explain ways to integrate Aboriginal and Torres Strait Islander perspectives into learning activities and evaluate your developing teaching practice and teacher identity.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Learning materials – You are required to engage and interact with asynchronous materials and activities accessed through Canvas modules, course readings and required texts.	2hrs	Week 1	9 times
Tutorial/Workshop 1 – The workshop uses on-campus activities using technology to engage with and apply course content and outcomes.	2hrs	Week 1	10 times

1.3.   Course Topics

- Australian Curriculum for Geography

- Principles of constructive alignment

- Knowledge of how students learn (memory, spacing, retrieval, cognitive overload)

- Strategies for establishing challenging and achievable learning goals with students

- Teaching strategies that support acquisition of new knowledge (explicit teaching, scaffolding, modelling, worked examples)

- Teaching strategies that support application and utilisation of knowledge (rich investigative tasks, inquiry learning, independent problem solving)

- Ongoing formative (to determine prior knowledge/ misconceptions, evaluate progress and inform pedagogical planning) and summative assessment strategies, including moderation and reporting

- Embedding literacy, numeracy and ICT learning (including safe and ethical use of ICT) in Geography

- Research, theory and policy perspectives on Geography

- Safety, management protocols and risk assessment (in Science, HPE)

- Aboriginal perspectives and Torres Strait Islander perspectives on Geography

- Inclusion of diverse learners

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
1 Apply and explain geography content and curriculum to year 7-10 geography teaching.	Knowledgeable Empowered	2.1, 2.2, 2.3, 2.4, 2.6, 3.2
2 Apply and explain a range of teaching and learning strategies, literacy, numeracy, and ICT to engage students' diversity in junior geography.	Knowledgeable Creative and critical thinker Empowered	2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 4.1, 4.5
3 Plan and justify learning activities that use geographical inquiry to support student participation in achievable challenges.	Creative and critical thinker Empowered Engaged	2.2, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2
4 Create and evaluate assessment tools to measure student learning and provide feedback on progress for teaching, learning and reporting.	Knowledgeable Empowered Engaged	2.3, 5.1, 5.2, 5.3, 5.4
5 Explain and evaluate your developing identity as a junior secondary geography teacher.	Knowledgeable Creative and critical thinker	2.1, 3.2, 4.1, 5.4

* Competencies by Professional Body

CODE	COMPETENCY
AUSTRALIAN INSTITUTE FOR TEACHING AND SCHOOL LEADERSHIP	
2.1	Content and teaching strategies of the teaching area: Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area
2.2	Content selection and organisation: Organise content into an effective learning and teaching sequence.
2.3	Curriculum, assessment and reporting: Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.
2.4	Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians: Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.
2.5	Literacy and numeracy strategies: Know and understand literacy and numeracy teaching strategies and their application in teaching areas.
2.6	Information and Communication Technology (ICT): Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.
3.1	Establish challenging learning goals: Set learning goals that provide achievable challenges for students of varying abilities and characteristics.
3.2	Plan, structure and sequence learning programs: Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.
3.3	Use teaching strategies: Include a range of teaching strategies.
3.4	Select and use resources: Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.
3.5	Use effective classroom communication: Demonstrate a range of verbal and non-verbal communication strategies to support student engagement
4.1	Support student participation: Identify strategies to support inclusive student participation and engagement in classroom activities.
4.2	Manage classroom activities: Demonstrate the capacity to organise classroom activities and provide clear directions
4.5	Use ICT safely, responsibly and ethically: Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.
5.1	Assess student learning: Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.
5.2	Provide feedback to students on their learning: Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning
5.3	Make consistent and comparable judgements: Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.
5.4	Interpret student data: Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.

5. Am I eligible to enrol in this course?

Refer to the UniSC Glossary of terms for definitions of "pre-requisites, co-requisites and anti-requisites".

5.1. Pre-requisites

Enrolled in Program ED706 and a Geography Teaching area, or ED508 or ED705

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

Not applicable

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

It is expected that you will draw upon geography content knowledge to complete this course that you have studied prior to entry to this program.

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 2 between weeks 1 and 3.

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	Group	30%	Written - 70-minute lesson plan, 500 word reflection Oral – 15-minute lesson segment	Week 4	Online Assignment Submission with plagiarism check and in class
All	2	Portfolio	Individual	35%	2000 words	Week 7	Online Assignment Submission with plagiarism check
All	3	Artefact - Professional, and Written Piece	Individual	35%	2000 words	Week 10	Online Assignment Submission with plagiarism check

All - Assessment Task 1: Teach a lesson

GOAL:	The goal of this task is to work as a teaching team to develop a lesson plan and present a lesson segment that explores a specific pedagogical choice moment when teaching Aboriginal and Torres Strait Islander histories and culture relevant for the year 9/10 geography classroom.
PRODUCT:	Oral and Written Piece
FORMAT:	Submission - Written: Monday, week 4, 9 am – online with plagiarism check Oral: Week 4 lesson segment presentation – in class You will be allocated a topic and inquiry question connected with Aboriginal and Torres Strait Islander culture and history relevant to the year 9 or 10 geography classroom, as part of a small group, in the first tutorial. Each team member will contribute to developing a 70-minute lesson plan that identifies and applies the junior geography curriculum and content. The lesson will use inquiry pedagogy and teaching strategies to engage diverse students with achievable learning goals. The team will role-play a 5-minute segment of the lesson that provides an opportunity to discuss the next pedagogical move the teacher could make. All group members should then facilitate a 10 minutes class discussion to explore the range of possible next moves in the lesson and their justification in the context of decolonising pedagogy. The presentation needs to: a) provide an opportunity for all group members to take the lead during the facilitated discussion, b) demonstrate oral communication skills and respect for Aboriginal and Torres Strait Islander histories and culture. After the oral presentation and discussion, submit a 500-word reflection.

CRITERIA:	**No.**		**Learning Outcome assessed**
	1	Application and explanation of geography content and curriculum including Aboriginal and Torres Strait Islander histories, cultures and languages	①
	2	Creation of a lesson plan that uses and justifies geographical inquiry	③
	3	Generation of a role-play and discussion that justifies teaching and learning strategies to support student participation in achievable challenges	③
	4	Creation of professional and culturally respectful communication using credible sources	① ③

GENERIC SKILLS:	Communication, Problem solving

All - Assessment Task 2: Fieldwork assessment task and reporting

GOAL:	The goal of this task is to demonstrate your ability to apply, explain and evaluate curriculum, assessment and reporting in junior secondary geography fieldwork.
PRODUCT:	Portfolio
FORMAT:	Create an inquiry-based summative fieldwork assessment task for a selected year 7-10 junior geography class at a specific school. 1. Justify the choice of a fieldwork site related to a school context you choose with your tutor. Describe how your choice relates to the junior geography curriculum and students. 2. Create an assessment task and explain and evaluate how it engages with geographical inquiry and represents an achievable challenge for students. 3. Explain how your task maps to the ACARA Achievement Standards for Geography and discuss how the fieldwork site and task assists students to meet these standards.

CRITERIA:	**No.**		**Learning Outcome assessed**
	1	Explanation of a fieldwork site and description of the fieldwork site's application for geography curriculum and student engagement.	① ②
	2	Creation of an assessment task and justification of geographical inquiry and achievable challenge.	③ ④
	3	Evaluation of how marking will measure student learning, be reported to parents and used for future learning.	④
	4	Creation of communication using credible sources.	① ② ③ ④

GENERIC SKILLS:	Communication, Problem solving

All - Assessment Task 3: Inquiry lesson sequences – connecting to curriculum, students and assessment

GOAL:	The goal of this task is to demonstrate your application, justification and evaluation of curriculum, pedagogy and assessment in junior secondary geography.
PRODUCT:	Artefact - Professional, and Written Piece
FORMAT:	Create an inquiry-based sequence of three lessons. In the first lesson you must include how you will identify students' preparedness for fieldwork through assessing what they know, or think they know. You must demonstrate sequencing content and tasks to become increasingly challenging and provides ample opportunities to practise. Explain, making specific reference to the course readings, Australian education policy frameworks and curriculum documents: a) how the lesson sequence content scaffolds the field trip, and where the trip fits in (before, during, after the lesson sequence) b) why the teaching strategies were selected considering the students' familiarity with the content c) the resources, including literacy, numeracy and ICT c) how learning goals support the assessment task and create an achievable challenge d) strategies to encourage student engagement and participation e) how geographical inquiry is evidenced.

CRITERIA:	**No.**		**Learning Outcome assessed**
	1	Alignment of geography content and curriculum to fieldwork planning and assessment.	①
	2	Application and explanation of a range of teaching and learning strategies that sequence learning, provide opportunities for practice, and include assessment, literacy and numeracy, and the ethical use of ICT to engage students.	②
	3	Description of the use of geographical inquiry, student engagement, participation and achievable challenge	③
	4	Identification and explanation of your developing identity as a junior secondary teacher.	④ ⑤
	5	Written communication with professional and academic literacies using credible sources- literature, curriculum documents and education policy	① ② ③ ④ ⑤

GENERIC SKILLS:	Communication, Problem solving

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. 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 Canvas 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	EDITION	PUBLISHER
Required	Malcolm McInerney,Susan Caldis,Stephen Cranby,John Butler,Alaric Maude,Susanne Jones,Michael Patrick Law,Rebecca Nicholas	2021	Teaching Secondary Geography	n/a	Cambridge University Press
Recommended	Robert Darlington,Judy Mraz,Cathy Bedson,Benjamin Rood,Simon Phelan,Matthew Richardson	2023	Jacaranda Humanities Alive 7 Australian Curriculum 3e learnON and Print	ebook	John Wiley & Sons
Recommended	Robert Darlington,Judy Mraz,Benjamin Rood,Matthew Richardson,Simon Phelan	2023	Jacaranda Humanities Alive 8 Australian Curriculum, 3e learnON and Print	ebook	John Wiley & Sons
Recommended	Robert Darlington,Matthew Richardson,Ashley Wood,Cathy Bedson,Denise Miles,Simon Phelan	2023	Jacaranda Humanities Alive 9 Australian Curriculum 3e learnON and Print	ebook	John Wiley & Sons
Recommended	Robert Darlington,Luke Jackson,Matthew Richardson,Jill Price,Cathy Bedson,Simon Phelan	2023	Jacaranda Humanities Alive 10 Australian Curriculum 3e learnON and Print	ebook	John Wiley & Sons

8.2. Specific requirements

It is expected that you will require Internet access and a personal computer. Recommendations from information and technology services are available via the Student Portal if you search for computer specifications. Bring Your Own Device (BYOD) is necessary for each class session. Access to a mobile device with a camera and microphone is recommended for participation in online sessions.

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 Canvas, are electronically checked through Turnitin. This software allows for text comparisons to be made between your submitted assessment item and all other work to which Turnitin has access.

10.2. Assessment: Additional Requirements

Eligibility for Supplementary Assessment

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:
(a) The final mark is in the percentage range 47% to 49.4%; and
(b) The course is graded using the Standard Grading scale

10.3. Assessment: Submission penalties

Late submissions may be penalised up to and including the following maximum percentage of the assessment task's identified value, with weekdays and weekends included in the calculation of days late:
(a) One day: deduct 5%;
(b) Two days: deduct 10%;
(c) Three days: deduct 20%;
(d) Four days: deduct 40%;
(e) Five days: deduct 60%;
(f) Six days: deduct 80%;
(g) Seven days: A result of zero is awarded for the assessment task.

The following penalties will apply for a late submission for an online examination:
Less than 15 minutes: No penalty
From 15 minutes to 30 minutes: 20% penalty
More than 30 minutes: 100% penalty

10.4. SafeUniSC

UniSC is committed to a culture of respect and providing a safe and supportive environment for all members of our community. For immediate assistance on campus contact SafeUniSC by phone: 07 5430 1168 or using the SafeZone app. For general enquires contact the SafeUniSC team by phone 07 5456 3864 or email safe@usc.edu.au.

The SafeUniSC Specialist Service is a Student Wellbeing service that provides free and confidential support to students who may have experienced or observed behaviour that could cause fear, offence or trauma. To contact the service call 07 5430 1226 or email studentwellbeing@usc.edu.au.

10.5. 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.

10.6. 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 or call 07 5430 1226.

10.7. 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 or call 07 5430 2890.

10.8. 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
- Central Examinations
- Deferred Examinations
- Student Conduct
- Students with a Disability

For more information, visit https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching

10.9. Student Charter

UniSC is committed to excellence in teaching, research and engagement in an environment that is inclusive, inspiring, safe and respectful. The Student Charter sets out what students can expect from the University, and what in turn is expected of students, to achieve these outcomes.

10.10.General Enquiries

In person:

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

Tel: +61 7 5430 2890

Email: studentcentral@usc.edu.au