

School of Education

EDST6921
Modern History Method 1

Term 1, 2019

Contents

1. LOCATION

Faculty of Arts and Social Sciences
School of Education
EDST6921 Modern History Method 1 (6 units of credit)
Term 1, 2019

2. STAFF CONTACT DETAILS

Course Co-Convenor: Jonathon Dallimore
Office Location: N/A
Email: jonathon.dallimore1@gmail.com
Availability:

STUDENT LEARNING OUTCOMES

Outcome

Identify foundational aspects and structure of the NSW *K-*

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6. COURSE CONTENT AND STRUCTURE

Module	Lecture	Tutorial
1 (22-Feb)	<ul style="list-style-type: none"> • Introduction to Stage 4 and 5 History in NSW • Stages 4 & 5 in the History K–10 Syllabus • Programming Stages 4 & 5 (scope and sequences) • Overview & Depth Study • Modern History in the Junior Syllabuses • Lesson Planning for Modern History – setting challenging learning goals 	<ul style="list-style-type: none"> • Course Outline, expectations & assessment • How Stage 4 extends Stage 3 • Programming Stages 4 & 5, including current issues relating to the teaching of Modern History
2 (29-Feb)	<ul style="list-style-type: none"> • Physical, social and intellectual development of students and how this affects their engagement in learning • Teaching strategies to respond to individual needs and background 	<ul style="list-style-type: none"> • Research on how students learn • Developing culturally responsive teaching strategies and resources for Modern History • Lesson plan modelling and analysis •

Assessment details

Assessment Task 1: Lesson Plan

Plan and design one 60-minute lesson for a mixed-ability Stage 4 or 5 class. The lesson plan must

HURDLE REQUIREMENT

ASSESSMENT TASK 3 - MICROTEACHING

Microteaching is the planning, presentation and evaluation of a lesson over a shortened period of time (a 10-minute mini-lesson). It is a critical aspect of method as it provides students with the opportunity to demonstrate key competencies that must be achieved before student teachers are permitted to undertake Professional Experience 1, at the same time observing other student teachers and engaging in peer review. It is recommended that students read widely on effective classroom strategies and practise aspects of their mini-lesson with a small group of peers prior to assessment.

The assessment process will consist of the following two components:

1. A detailed **lesson plan using the prescribed template**, including a statement of expected learning outcomes (see assessment 1 on page 10)
2. A 10-minute mini-lesson.

Microteaching presentation

Students should choose a 10-minute segment from one lesson plan to present to their peer group.

At some stage in your microteaching lesson, and in its subsequent presentation, **you must demonstrate the use of a literacy or numeracy strategy**, relevant to the subject content and the needs and abilities of the students you have identified in your rationale.

1. Initial Lesson Plan:

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