

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](mailto:jonathon.dallimore1@gmail.com)  
Availability:

## STUDENT LEARNING OUTCOMES

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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)	<p><b>Introduction</b> to Stage 4 and 5 History in NSW            Stages 4 &amp; 5 in the History K–10 Syllabus            Programming Stages 4 &amp; 5 (scope and sequences)            Overview &amp; Depth Study            Modern History in the Junior Syllabuses</p>	<p>Course Outline, expectations &amp; assessment            How Stage 4 extends Stage 3            Programming Stages 4 &amp; 5, including current issues relating to the teaching of Modern History</p>
2 (29-Feb)	<p><b>Lesson Planning</b> for Modern History – setting challenging learning goals            Physical, social and intellectual development of students and how this affects their engagement in learning            Teaching strategies to respond to individual needs and background</p>	<p>Research on how students learn            Developing culturally responsive teaching strategies and resources for Modern History            Lesson plan modelling and analysis</p>









## **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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