



School of Education

EDST6719
Legal Studies Method 1

Semester 1, 2018

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1. LOCATION

Faculty of Arts and Social Sciences
School of Education
EDST6719 Legal Studies Method 1 (6 units of credit)
Semester 1, 2018

2. STAFF CONTACT DETAILS

Course Coordinator: Sonya Chahine
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Availability: Please email to arrange an appointment

S1 Assessment 1

(2 000 words, weighting 40%)

Plan and design one 60-minute lesson for a mixed-ability preliminary Legal Studies class. The lesson plan must follow a standard SED format and be presented using the template provided.

Plan your lesson for a class in a comprehensive high school which would typically include EAL/D students, Indigenous students and students with various religious and cultural backgrounds. Some students may have low levels of literacy. Differentiation to cater for some students is therefore required. Appropriate differentiation strategies are scaffolding, group work and/or an alternative task or mode of presentation.

1. Write a rationale for your lesson plan. Your rationale should address the questions: What do I want the students to learn? Why is it important? What strategies will I use? What assessment for learning strategies will I use to monitor progress?
2. Prepare the lesson plan to demonstrate how you will use appropriate structure, activities, strategies and formative assessment to develop understanding of the material.

Make sure you:

- < choose an appropriate topic for the year group
- < support your rationale using references indicating your professional reading
- < choose appropriate outcomes and lesson content
- < demonstrate knowledge of effective teaching and learning strategies
- < use appropriate format and provide sufficient detail for an effective lesson plan
- < include an aspect of literacy/numeracy which integrates with the lesson focus
- < provide in full one activity (which may be ICT-based)
- < express yourself in clear, standard Australian English.

Assessment Criteria for the written component:

- < design effective lesson sequences suitable for a variety of Stage 5 students
- < plan a logical, sequential, cohesive unit of work
- < write with clarity and accuracy of written expression in sufficient detail to show understanding of each activity
- < use a variety of legal studies pedagogies appropriate to the material to be delivered
- < show knowledge of the NSW HSC Drama Stage 5 syllabus and curriculum documents

S1 Assessment 2

(3 500 words, weighting 60%)

Prepare an outline for a unit of work for a Stage 6 (preliminary) class. The unit of work should cover the first five lessons; however, you are not preparing full lesson plans.

You must write a rationale for the unit (600-800 words) in which you:

- < Provide a brief outline of the school and class context
- < state precisely what you want the students to learn and why it is important
- < justify your choice of topic/text to suit the needs and abilities of this class
- < justify your teaching strategies by referring to readings, research and material presented in lectures and the Quality Teaching framework
- < demonstrate how differentiation will support a diverse range of learners
- < state the prior knowledge students have to begin this unit and discuss how you would assess and build on this prior knowledge.

Include in your unit outline:

- < the learning intentions for each lesson
- < one full activity for formative assessment (not an essay)
- < one ICT-based activity (not watching a video or PowerPoint presentation)
- < one group-work task with a focus on literacy/numeracy (not a mind-map)
- < one incursion/excursion/performance/product activity
- < outlines only for the other teaching materials required.

UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST6719 LEGAL STUDIES METHOD I

Martin, K. (2008). The intersection of Aboriginal knowledges, Aboriginal literacies and new learning pedagogy for Aboriginal students. In Healy, A (Ed.) *Multiliteracies and diversity in education: New pedagogies for expanding landscapes*. Pp 59-81. Oxford University Press, Melbourne.

Price, K (2012), *Aboriginal and Torres Strait Islander Education: An Introduction for the Teaching Profession*. Cambridge University Press

Wiggins, G and McTighe, J (1998). *Understanding by Design*. Alexandria, VA USA, Association for