**ASSIGNMENT 2: LESSON PLAN AND REPORT**

This assignment requires you to write a lesson plan and complete a report.

**LENGTH:**

**LESSON PLAN - 500 WORDS**

**REPORT - 1500 WORDS**

ASSIGNMENT 2 DETAILS

Within the NSW BOS Syllabuses for the Australian Curriculum, emphasis is placed on three Cross Curriculum Priorities (CCPs) being:

i. Aboriginal and Torres Strait Islander histories and cultures

ii. Asia and Australia’s Engagement with Asia, and

iii. Sustainability.

For initial reading, consult the Australian Curriculum, Assessment and Reporting Authority’s website, which details the Cross Curriculum Priorities. Information can be found at: http://www.acara.edu.au/curriculum/cross\_curriculum\_priorities.html

In order to complete this assignment you need to:

**Section A: Lesson plan**

Select one case study from the images/artefacts provided on vUWS in the Assignment 2 folder. The case study images/artefacts provide opportunities to develop concepts in a lesson around ONE of these CCPs.

 Use this artefact/ images as stimulus to design a lesson plan for the class specified on the case study (Note: DO NOT change the class assigned to the case study).

 Closely relate the lesson content to the theme (or themes) related to an appropriate CCP evidenced in the image/artefact.

 Include outcome/s and content descriptors from the HSIE Syllabus (NSW BOSTES, 2015) in the lesson plan.

 You MUST use the PP1 lesson plan template provided in the Assignment 2 folder

**Note:**

 Material relating to the image/artefact can be sourced from the web links provided in the Assignment 2 folder

 Images/artefacts provided are suited to History, Geography or Civics and Citizenship from the HSIE Syllabus. These resources will be open for access as the semester progresses.

 The web link accompanying each case is a launching pad for the subject matter in the image/artefact and ideas for your lesson.

 Research the subject matter in a little more detail as you develop your lesson ideas. Any additional resources that you use should be noted in the resources section of the lesson plan.

**Section B: Report**

Drawing on the selected case study image/artefact used in your lesson plan, write a **1500** word report responding to each of these subheadings:

 *Introduction:* Identify CCP that the image/artefact targets; and outline the focus of the CCP. Discuss how the CCP in the Australian Curriculum is reticulated in the NSW BOSTES HSIE Syllabus.

 *Justification:* Provide at least three reasons (supported by readings) why this CCP is important for teaching in today’s classrooms;

 *Application:* Explain how the CCP has been addressed in the lesson plan (from Section A).

Support your work using scholarly references (at least three in addition to the set text).

Assessment criteria:

 Appropriate outcomes selected and a realistic lesson plan developed from content descriptors – all sections included.

 Innovative strategies providing engagement with the content (subject matter), theme (CCP) and resources throughout.

 Introduction clearly states the focus of the CCP and how it underpins concepts and content in HSIE.

 Justifies the importance of the CCP, giving three reasons, supported by academic readings.

 Presents work professionally, with clear academic writing; within the word limit; uses APA referencing style correctly, includes competently integrated evidence.

**EXAMPLES OF ASSIGNMENT 2**

Past exemplars/excerpts of assignments can be found in the assessment folder

**ASSESSMENT STANDARDS**

The assessment standards outline what is expected for each of these criteria in order to pass this assignment, and to gain higher grades of credit, distinction and high distinction. All markers use these standards when assessing your work and you are strongly advised to use them to self-assess prior to submitting your assignment.

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| Student Name  | Student Number ONLINE SUBMISSION THROUGH *Turnitin* ONLY  |   |
| Assessment Standards for HSIE Assignment 2: Lesson Plan and Report  |
| Criteria  | FAIL  | PASS  | CREDIT  | DISTINCTION  | HIGH DISTINCTION  |
| **A. Outcomes and lesson plan** Relevant and realistic 10%  | Limited OR no understanding of outcomes; no OR poorly developed lesson plan.  | Some understanding of outcomes and there is basic lesson plan.  | General understanding of the outcomes and has developed a sound AND teachable lesson plan.  | Broad understanding of the outcomes; A developed, teachable AND engaging lesson plan.  | Deep knowledge of the outcomes and has developed a teachable and engaging lesson plan.  |
| Strategies Provides engagement with the: \* Content (Subject matter) \* Theme (CCP) and, \*artefacts throughout. 10%  | Limited or no innovation evident in the lesson plan submitted – little or no engagement with the content, ideas and resources in the HSIE unit.  | Some innovation in the lesson plan submitted that shows some engagement with the content, ideas and resources in the HSIE unit.  | Mostly innovative lesson plan that shows creativity and engagement with the content, ideas and resources in the HSIE unit.  | Consistently innovative lesson plan submitted that shows high levels of creativity, originality and engagement with the content, ideas and resources in the HSIE unit.  | Deeply innovative lesson plan that shows high levels of creativity, originality and substantive engagement with the content, ideas and resources in the HSIE unit.  |
| **B. Introduction** Explains the purpose of one CCP and how it is addressed in the syllabus. **10%**  | No introduction OR limited OR no explanation of the purpose of the CCP and how it is addressed in the lesson plan.  | Some understanding of the purpose of the CCP and explains how it is addressed in the lesson plan.  | General explanation of the purpose of the CCP and explains in detail how it is addressed in the lesson plan.  | Broad and purposeful explanation of the CCP and explains in knowledgeable how it is addressed in the lesson plan.  | Deep, purposeful and knowledgeable explanation of the CCP and how it is addressed in lesson plan.  |
| **Justification and exploration** Justifies importance of the CCP AND explains how it is applied in the lesson. 10%  | Limited or no explanation of why the CCPs are important: Less than three OR inadequate reasons given. No explanation about its application.  | Some explanation of why the CCPs are important Three brief reasons given. General explanation about its application.  | Clear explanation of why the CCPs are important. Close explanation about the application in the lesson. Three relevant and applicable reasons given with some references to academic literature.  | Broad and knowledgeable explanation of why the CCPs are important. Highly appropriate explanation about the application in the lesson. Three detailed reasons given AND supported well by academic literature.  | Deep and knowledgeable explanation of why the CCPs are important and its application in the lesson. Three substantial reasons given AND supported deeply by academic literature throughout.  |
| **Presentation** Presents work professionally, with clear academic writing and within the word limit and uses APA referencing style correctly, including competently integrating evidence. 10%  | Work lacks structure; little evidence paper has been edited; terminology inappropriate; frequent spelling/ typographic errors. Poor paraphrasing; over reliance on quotes; no or inaccurate reference list and poor in-text referencing; high level of matches.  | Generally clear; paper/presentation has introduction, body and conclusion; developed with student’s voice; sentences coherent and grammatically correct; within word/time length; some typographic and /or spelling errors. Generally accurate APA referencing; some insignificant matches; limited integration of evidence from readings.  | Well-structured and coherent text; effective grammatical expression; adheres to word/time length; uses appropriate terminology; minor typographic and /or spelling errors. Mostly accurate APA referencing; submitted to *Turnitin*; low percentage for originality report. Analysis well developed with student’s voice and supported by literature and research.  | Clear and concise structure; strengthened by relevant research; grammar and syntax mostly correct; cohesive text within word/time length; discriminating use of appropriate vocabulary; few typographic or spelling errors. Consistently accurate APA referencing; competent integration of evidence, low percentage for *Turnitin*.  | Well structured paper or innovative presentation; explicitly identifies the key issues; cohesive, grammatically correct structure; very few typographic or spelling errors. Consistently accurate APA referencing; highly competent integration of evidence, original work with insignificant matches.  |

**PRESCRIBED TEXT**

Reynolds, R. (2014). *Teaching humanities and social sciences in the primary school*. Melbourne:

Oxford University Press.

**ESSENTIAL READINGS**

American Psychological Association, (2010). *Publication manual of the American Psychological*

*Association. (6th ed.)*. Washington, D.C.: Author. There is a link on the library page.

Brophy, J. & Alleman, J. (2007). *Powerful social studies for elementary students* (2nd Ed), Belmont:

Thomson Wadsworth

Buchanan, J.D. (2013). *History, geography and civics education: Teaching and learning in primary*

*education,* Cambridge University Press, Port Melbourne.

Gilbert, R. (Ed) (2004). *Studying society and environment*. (3rd Ed), Katoomba: Social Science Press.

Harrison, N. (2011). *Teaching and learning in Aboriginal education*. Melbourne: Oxford University Press.

Hunter, J. (2015). *Technology integration and High Possibility Classrooms: Building from TPACK*. New

York: Routledge.

Marsh, C. (2005). *Teaching studies of society and environment*. (4th Ed), Sydney: Prentice-Hall

McGuire, M. (1997). *Storypath foundations*. Chicago: Everyday Learning.

Taylor, T., Fahey, C., Kriewaldt, J., & Boon, D. (2012). *Place and Time: Explorations in Teaching*

*Geography and History*. Melbourne: Pearson Education