# Student resource booklet

## Unpacking the module phase – English Standard Module B

**Module case study** – Year 12 Module B – Close study of literature

**Case study text** – The Curious Incident of the Dog in the Night-time, Mark Haddon (prose fiction) Red Fox/Random House, 2014, ISBN: 9781782953463

**Technology focus** – graphic organisers and vocabulary tables in a blended learning environment

### Resource one – Syllabus statement Standard Module B

In this module, students develop an informed understanding, knowledge and appreciation of a substantial literary text. Through their development of considered personal responses to the text in its entirety, students explore and analyse the particular ideas and characteristics of the text and understand the ways in which these characteristics establish its distinctive qualities.

Students study one text chosen from the list of prescribed texts. They engage in the extensive exploration and interpretation of the text and the ways composers (authors, poets, playwrights, directors, designers and so on) portray people, ideas, settings and situations in texts. By analysing the interplay between the ideas, forms and language within the text, students appreciate how these elements may affect those responding to it. Students produce critical and creative responses to the text, basing their judgements on a detailed knowledge of the text and its language features.

Through reading, viewing or listening, students analyse, assess and comment on the text’s specific language features and form. They express increasingly complex ideas, clearly and cohesively, using appropriate register, structure and modality. They draft, appraise and refine their own texts, applying the conventions of syntax, spelling and grammar appropriately.

Through their analyses and assessment of the text and their own compositions, students further develop their personal and intellectual connections with, and enjoyment of the text, enabling them to express their informed personal interpretation of its significance and meaning.

[English Standard Stage 6 Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-standard-2017) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2017.

### Resource two – rubric for students

Table 1 – Module B English Standard rubric for students

|  |  |  |
| --- | --- | --- |
| Rubric – Module B:  Close study of literature | What are the key points? | Skills to develop |
| In this module, students develop an informed understanding, knowledge and appreciation of a substantial literary text. Through their development of considered personal responses to the text in its entirety, students explore and analyse the particular ideas and characteristics of the text and understand the ways in which these characteristics establish its distinctive qualities. |  |  |
| Students study one text chosen from the list of prescribed texts. They engage in the extensive exploration and interpretation of the text and the ways composers (authors, poets, playwrights, directors, designers and so on) portray people, ideas, settings and situations in texts. By analysing the interplay between the ideas, forms and language within the text, students appreciate how these elements may affect those responding to it. Students produce critical and creative responses to the text, basing their judgements on a detailed knowledge of the text and its language features. |  |  |
| Through reading, viewing or listening, students analyse, assess and comment on the text’s specific language features and form. They express increasingly complex ideas, clearly and cohesively, using appropriate register, structure and modality. They draft, appraise and refine their own texts, applying the conventions of syntax, spelling and grammar appropriately. |  |  |
| Through their analyses and assessment of the text and their own compositions, students further develop their personal and intellectual connections with, and enjoyment of the text, enabling them to express their informed personal interpretation of its significance and meaning. |  |  |

### Resource three – generate, sort, connect, elaborate

Select a topic, concept, or issue for which you want to map your understanding.

* Generate a list of ideas and initial thoughts that come to mind when you think about this particular topic/issue.
* Sort your ideas according to how central or tangential they are. Place central ideas near the centre and more tangential ideas toward the outside of the page.
* Connect your ideas by drawing connecting lines between ideas that have something in common. Explain and write in a short sentence how the ideas are connected.
* Elaborate on any of the ideas/thoughts you have written so far by adding new ideas that expand, extend, or add to your initial ideas.

The [Generate-Sort-Connect-Elaborate](https://pz.harvard.edu/resources/generate-sort-connect-elaborate-concept-maps) thinking routine was developed by [Project Zero](https://pz.harvard.edu/thinking-routines), a research center at the Harvard Graduate School of Education. Licenced under Creative Commons [CC BY-NC-ND 4.0](https://creativecommons.org/licenses/by-nc-nd/4.0/)

### Resource four – definition and informal definition

Table 2 – word definition and informal definition table

|  |  |  |
| --- | --- | --- |
| Terminology/Word | Formal definition | Informal definition: in your own words |
| example | example | example |

### Resource five – transform-debate-use-link

This is a vocabulary building table that works with any reading text (the example here is from Shakespeare's Macbeth).

Suggestions for online/offline use:

* Use it to move from reading to writing via vocabulary expansion
* Templates can be placed in a class download folder ready for student use at any point during the learning sequence
* Have students post their completed graphic organisers to the class blog then add to or comment on each other's.

Example: **valour** (noun) great courage in the face of danger, especially in battle

Table 3 – transform-debate-use-link example

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Etymology (word origin) | Transform it | Debate it | Use it | Link it |
| c. 1300, "value, worth" from Old French *valor, valou*r.  "valor, moral worth, merit, courage, virtue" (12c.), from Late Latin *valorem* "value, worth"; (in Medieval Latin "strength, valor"), from stem of Latin *valere* "be strong, be worth".  The meaning "courage" is first recorded 1580s, from Italian *valore*, from the same Late Latin word. (The Middle English word also had a sense of "worth or worthiness in respect of manly qualities") | Transform the noun **valour** into an image to help you remember it | Is **valour** a dying characteristic in modern society? | Use the following word forms in three sentences:  valour, valorous  1.  2.  3. | What links can you make to vocabulary you already know? |
| Four quotations from ‘Macbeth’ that link to valour: | 1 | 2 | 3 | 4 |

### Resource six – scaffold-core-extension

Table 4 – scaffold-core-extension activities

|  |  |  |
| --- | --- | --- |
| Scaffold | Core | Extension |
| Write the definitions without the words. Put the words in a box. Leave your desk for five minutes and come back to see if you can match up the words and definitions without any help | Using the terminology that you have practised, write your own summary of the specific rationale for your subject. | Use the vocabulary that you have learnt to write a blog post that explains this subject. |
| Provide students with a recipe outline. They can create a recipe for your subject and be sure to use all ten words that they have practised. | Provide students with a recipe outline. They can create a recipe for your subject and be sure to use all ten words that they have practised. | Provide students with a recipe outline. They can create a recipe for your subject and be sure to use all ten words that they have practised. |
| Use the words, terminology, that you have defined. With those words write a question for what you are interested to learn about next in this subject. | Write three questions, use the terminology that you have practised, about what you would like to lean in this subject | Use the vocabulary that you have practised to create a driving question that could lead to ongoing research and learning in this specific field. |
| Read an article that your teacher provides and make notes. | Read an article that your teacher provides and write a summary. | Read the two articles that your teacher provides and using that information and your own knowledge write your own article. |

### Resource seven – graphic organiser

### Resource eight – example course objective and outcome

**Objective D**

Through responding to and composing a wide range of texts and through the close study of texts, students develop knowledge, understanding and skills in order to express themselves and their relationships with others and their world.

**Outcome 7**

A student:

* explains and evaluates the diverse ways texts can represent personal and public worlds EN12-7

**Content**

Students:

Engage personally with texts

* explain how their personal values and perspectives are reconsidered through their engagement with a variety of texts, including those by and about Aboriginal and/or Torres Strait Islander People(s)

Develop and apply contextual knowledge

* assess the impact of context on shaping the social, moral and ethical positions represented in texts
* explain how responses to texts vary over time and in different cultural contexts (ACEEN031)

Understand and apply knowledge of language forms and features

* analyse and assess the diverse ways in which creative and critical texts can represent human experience, universal themes and social contexts
* analyse and assess the impact of language and structural choices on shaping own and others’ perspectives (ACEEN028)

Respond to and compose texts

* recognise and evaluate different interpretations of texts that derive from different perspectives
* compose imaginative, interpretive and critical texts that reflect particular values and perspectives, including their own
* analyse, explain and evaluate the ways ideas, voices and points of view are represented for particular purposes and effects (ACEEN029).

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