# Unpacking module phase – English Advanced Module B

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

**Case study text** – King Henry IV, Part 1, William Shakespeare, Cambridge University Press, 1988, ISBN: 9781782953463

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

**Teacher advice – The** Stage 6 phases project has been developed to support teachers in the structuring of teaching and learning activities for Stage 6 units. In the typical eight-week timeframe of a unit, a teacher may employ a range of these phases in order to meet outcomes, cover content and prepare for assessment.

The term ‘phase’ helps to focus planning by identifying the specific purpose of each section within a teaching program. The phases are closely aligned to the English textual concept ‘learning processes’ of understanding, engaging personally, connecting, engaging critically, experimenting, and reflecting. As such each phase focuses teacher and student attention onto the learning intentions of each sequence of lessons.

Each phase lesson sequence is structured as a case study utilising a module and a prescribed text. However, the teaching and learning activities within the case study could be easily adapted to any Stage 6 unit.

## Rationale for the ‘unpacking’ phase

The ‘unpacking the module requirements’ phase is a short but vital phase in any Stage 6 teaching unit. It is usually placed near the beginning of the course, but is referred back to at key junctures. The skills and practices developed during this phase of teaching and learning can guide student thinking about the nature of the module and the place of the prescribed text within it. Moreover, a thorough knowledge of the module description and its associated outcome content will serve the student well in preparing for assessment tasks and exams. While it can be considered a ‘dry’ formality, there are ways to make this phase more engaging and relevant. The vocabulary building strategies, as well as the graphic organiser skills, can also be applied across the Stage 6 context to strengthen student understanding and use of key terminology and metalanguage.

### Learning intentions

Students will:

* consider the key content and terminology of the module description
* develop synonyms and rewrite sections in order to familiarise themselves with key content and terminology
* explore the words and implications of key syllabus outcome content that is relevant to this module
* understand the syllabus approach and purpose for the close study of literature.

### Success criteria

Students will be able to:

* understand, use and rephrase key terminology associated with this unit
* identify and respond to the use of key terminology in task requirements of assessment tasks and exam extended responses.

## Using and adapting this resource

**Timing** – the ‘unpacking’ phase of a Stage 6 unit will typically take between one and four 50-minute lessons.

### Syllabus outcomes and content

**EA12-3: critically analyses and uses language forms, features and structures of texts justifying appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning.**

**Develop and apply contextual knowledge:**

S6A1203DA1 (code and convention, connotation, imagery and symbol, context, genre, point of view, representation, style, engaging critically, experimenting, reflecting):

* critically select, use and analyse language forms and features in a variety of personal, social and cultural contexts and reflect on how these choices influence responses.

**Understand and apply knowledge of language forms and features:**

S6A1203UA2 (argument, code and convention, connotation, imagery and symbol, narrative, representation, style, engaging critically, experimenting):

* skilfully use appropriate language and terminology of critical and creative expression in refining arguments, interpreting texts and crafting imaginative compositions (ACELR063).

**EA12-9: reflects on, evaluates and monitors own learning and refines individual and collaborative processes as an independent learner.**

**Understand and apply knowledge of language forms and features:**

S6A1209UA2 (code and convention, reflecting):

* use appropriate metalanguage and textual forms to assess and reflect on their own learning and that of others.

The content in this section is drawn from [English Advanced Stage 6 Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-advanced-2017) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2017. The coding for the content points comes from the [English textual concepts and learning processes](http://englishtextualconcepts.nsw.edu.au/portfolio) resource.

### Online learning strategies

* sharing and discussion of student responses in an online space with a focus on encouraging thinking time, individual practice then sharing and feedback
* the use of vocabulary tables and graphic organisers to guide student thinking and practice.

### Student resources

Students will need:

* the student resource booklet for this lesson sequence
* an online class learning management system (LMS) such as Teams, or Google Classroom
* writing material.

### The 8 phases covered in this project

1. Engagement with module ideas and concepts
2. Unpacking the module requirements
3. Introduction to prescribed text/s
4. Engaging critically with texts
5. Connecting ideas and/or texts
6. Deepening text and module understanding
7. Writing in response to the module and text/s
8. Preparing the assessment.

### Lesson sequence

Table 1: Teaching and learning activities in this lesson sequence

|  |  |  |
| --- | --- | --- |
| Lesson sequence and syllabus outcomes | Teaching and learning activities: | Evidence of learning – synchronous (S), asynchronous (A) and workbook (W) |
| **Introducing and breaking down the module description.**S6A1203DA1 (code and convention, connotation, imagery and symbol, context, genre, point of view, representation, style, engaging critically, experimenting, reflecting):* critically select, use and analyse language forms and features in a variety of personal, social and cultural contexts and reflect on how these choices influence responses.
 | **Understanding**The students should have a copy of the module description (**resource one** in student booklet), and will begin with a coding activity. The preference is to do this once the module and text have been introduced via the ‘engagement with module’ phase. Students read the module description and colour code for the following content:* key technical terminology
* questions/confusion/problems
* connections to other modules
* phrases suggesting required action by the student

Students should also annotate the document with links to the prescribed text, based for the time being on their predictions or initial responses.Perhaps use this guiding question: “Which points in the module description do you think might help us know what to look for in our study of the prescribed text?” (Note: these are the codes and conventions of a syllabus document).**Resource two** then gives the teacher an opportunity to work with students to re-configure their developing understanding. The table design is important as it facilitates students thinking, re-writing and re-organising, then sharing their interpretations. The ‘skills to develop’ column can be used to prompt reflection and student proactive planning towards the assessment task for this module. | S – discussion in live class chat and live collaboration on google docs or Teams documentA – material posted to class discussion board by each studentW – tables developed in student workbook |
| **Expanding from the vocabulary of the syllabus**S6A1209UA2 (code and convention, reflecting):* use appropriate metalanguage and textual forms to assess and reflect on their own learning and that of others

S6A1203UA2 (argument, code and convention, connotation, imagery and symbol, narrative, representation, style, engaging critically, experimenting):* skilfully use appropriate language and terminology of critical and creative expression in refining arguments, interpreting texts and crafting imaginative compositions
 | **Engaging critically**The next two activities focus on students beginning to expand from the key terminology in the syllabus to incorporate synonyms as well as relevant terms from the Stage 6 glossaryThe following two vocabulary activities begin from the rubric table developed by the students in the first section of this lesson sequence:1. **Generate-sort-connect-elaborate (**see **resource three)**

This is a Harvard Thinking Routine that is used to map understanding and begin to make connections to new ideas and knowledge.More information available at [Project zero – Generate sort connect elaborate (PDF one page)](https://pz.harvard.edu/resources/generate-sort-connect-elaborate-concept-maps).Activity:* 1. Split students into pairs and give each pair a phrase from one of the rows in the rubric table. Be sure to cover all rows.
	2. Pairs construct a ‘generate-sort-connect-elaborate’ table around the assigned phrase
	3. Examples of phrases: “a substantial literary text”, “informed personal perspective”, or “the interplay between the ideas, forms and language within the text”.
1. **Syllabus glossary**

Pairs then choose four or five terms from the Stage 6 glossary, find an image that symbolises that term, and include term, image and an explanation (why chosen, how relevant to text) on their generate-sort-connect-elaborate display.The glossary is available in the back of the [English Advanced Stage 6 Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-advanced-2017) (2017).Potential extra vocabulary activities linked to the rubric:* turn key rubric statements into questions
* construct a Mentimeter word cloud: students ‘vote’ on the ten most important words from the rubric. See [mentimeter](https://www.mentimeter.com/).
 | A – Generate-sort-connect-elaborate tables could be posted to class blog then used to elicit peer feedbackW – Hard copy tables can be sent to teacher or used in class:* displayed on the walls around the class, students could walk around and stick post-it notes up to give feedback..
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| **Widening understanding and use of key vocabulary**S6A1203UA2 (argument, code and convention, connotation, imagery and symbol, narrative, representation, style, engaging critically, experimenting):* skilfully use appropriate language and terminology of critical and creative expression in refining arguments, interpreting texts and crafting imaginative compositions
 | **Engaging critically**The four strategies outlined in this section each allow for key terminology from the rubric to be manipulated by the student. This may involve finding synonyms, applying to new contexts, employing it as part of an interactive game, or using it as part of their own writing:* 1. Word-definition-informal definition **(resource four)**

Use the table in Resource four for students to find definitions of key terms. In the next column they practise writing informal definitions in their own words. An interactive form of this activity could involve students having to match informal and formal definitions written by another student.* 1. Transform-debate-use-link **(resource five)**

This is an excellent way to ‘manipulate’ vocabulary so that understanding and recall are both strengthened. Use the table to focus each student on one key word. Tables can then be displayed or shared online for peer addition or feedback.Students could prepare one table, then be required to add examples into the tables of at least three peers.* 1. Scaffold-core-extension **(resource six)**

This table is a resource for teachers to use as required in the context of the specific class. It may work best as a review mechanism, or for some more light-hearted “Friday afternoon” strategy that has a clearly defined learning benefit.* 1. Celebrity Heads (applied to Stage 6 English)

Three students sit with backs to the whiteboard. The teacher writes above them a key word or phrase (from the rubric or related to the topic/text being studied). Students take it in turns to ask yes/no questions until they can guess their word. The class (not teacher) agrees between themselves on the answer but can only say ‘yes’ or ‘no’. A ‘yes’ means ask another question, and a ‘no’ means the turn passes on. Examples of words to guess:* distinctive qualities
* context
* syntax
* metaphor
* bildungsroman
* author.
 | Student notes in workbooks or in digital platform such as Class OneNote NotebookS – online class meeting through Teams or ZoomA – students post comments/work on Class Notebook collaboration space or through the Teams channel structure.W – students write responses in workbooks following class meeting |
| **Using a graphic organiser to represent ideas related to key vocabulary**S6A1209UA2 (code and convention, reflecting):* use appropriate metalanguage and textual forms to assess and reflect on their own learning and that of others
 | **Reflecting**The graphic organiser (**resource seven**) can be used by students who prefer a visual representation of their vocabulary work. There are several other layouts available online, or through the insert SmartArt graphic function in Microsoft Word.A useful strategy with graphic organisers is a variant on the think-pair-share technique. Students construct a version individually, but then must agree and co-design a version with a partner, then re-design again with a group of four. Potentially a whole class could try to agree on a joint version. | A – graphic organisers completed in digital form then posted to class discussion board for commentS – during class meeting, graphic organisers can be discussed ‘live’ and the class might try to agree on joint version.W – graphic organiser or mind map can be printed out or drawn by hand. |
| **Expanding understanding and use of the terminology used in the course outcomes set for study**S6A1209UA2 (code and convention, reflecting):* use appropriate metalanguage and textual forms to assess and reflect on their own learning and that of others
 | **Reflecting and engaging critically**Outcomes studyMost of the vocabulary strategies in this resource can be applied to the outcomes set for study in the module. It is recommended that students become familiar with the wording of the outcome and be guided to explore some of the terminology and concepts included in the outcome content. Resource eight, for example, takes outcome EN12-7, which would be a common choice for the Close Study of Literature module. The outcome states that a student:“explains and evaluates the diverse ways texts can represent personal and public worlds”(from [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.)Key vocabulary that may be explored using the strategies above includes:* universal (in ‘Transform-debate-use-link’)
* perspective (in ‘Definition-Informal definition’).

For the outcome content, students could be split into pairs and asked to work on a particular phrase. For example, from the following statement “responses to texts vary over time and in different cultural contexts”, lends itself to the ‘generate-sort-connect-elaborate’ strategy. | A – tables could be posted to class blog then used to elicit peer feedback.W – hard copy tables can be sent to teacher or used in class:* displayed on the walls around the class, students could walk around and stick post-it notes up to give feedback
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