

**ADVANCED**

**Common Module**

**Texts and Human Experiences**

**NAME \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Common Module: English Standard, English Advanced and English Studies**

**Texts and Human Experiences**

In this common module students deepen their understanding of how texts **represent individual and collective human experiences**. They examine how texts **represent human qualities** (character traits) **and emotions associated with, or arising from, these experiences**. Students appreciate, explore, interpret, analyse and evaluate the ways language is used to shape these representations in a range of texts in a variety of forms, modes and media.

Why do individual human experiences matter?

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How do collective human experiences shape our worlds?

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What are the ecological systems that shape individuals and societies?

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Give 5 examples of positive human qualities and 5 negative examples.

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| --- | --- |
| Positive | Negative |
|  |  |

Name 10 basic human values.

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What are the eight primary emotions according to Plutchik?

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Students explore how texts may give **insight into the anomalies, paradoxes and inconsistencies in human behaviour and motivations**, inviting the responder to see the **world differently, to challenge assumptions, ignite new ideas or reflect personally**. They may also consider the **role of storytelling** throughout time to **express and reflect particular (context) lives and cultures**. By responding to a range of texts they further develop skills and confidence using various literary devices, language concepts, modes and media to formulate a considered response to texts.

**Define anomalies, paradoxes and inconsistencies with examples from the text**

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| --- | --- | --- |
| **Anomalies** | **Paradoxes** | **Inconsistencies** |
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|  |  |  |

What **particular lives and cultures are expressed** in your prescribed text?

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Students study one prescribed text and a range of short texts that provide rich opportunities to further explore representations of human experiences illuminated in texts. They make increasingly informed judgements about how aspects of these texts, for example context, purpose, structure, stylistic and grammatical features, and form shape meaning. In addition, **students select one related text** and draw **from personal experience to make connections between themselves, the world of the text and their wider world**.

**How are you going to decide upon your related text? What will be your primary focus?**

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By responding and composing throughout the module students further develop a repertoire of skills in comprehending, interpreting and analysing complex texts. They examine **how** different modes and media use visual, verbal and/or digital language elements. They communicate ideas using figurative language to **express universal themes and evaluative language to make informed judgements about texts**. Students further develop skills in using metalanguage, correct grammar and syntax to analyse language and express a personal perspective about a text.

What language features are you expected to recognise, develop, and utilize in in your responses?

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| --- | --- | --- |
| Language Feature | Definition | Example |
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What is a universal theme? Give three examples

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HUMAN BEHAVIOUR

People play an active role in creating their experiences

Every human is different yet the same, ***explain this statement.***

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HUMAN VALUES:

Human values are the principles, standards, convictions, and beliefs that people adopt as their guidelines in daily activities. Principal human values are the foundations on which ethics are built. They are a set of consistent measures and behaviours that individual choose to practice in the pursuit of doing what is right or what is expected of them by society. Most laws and legislation are shaped by human values.

TYPES OF VALUE

Define

Moral value \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Ethical value \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Social value \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Professional value \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Aesthetic value \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Psychological value \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

SCHWARTZ’S THEORY OF BASIC VALUES







Plutchik’s Wheel of Emotions

**Bronfenbrenner’s ecological systems**

[Bronfenbrenner’s (1979)](https://www.nap.edu/read/23482/chapter/5#chapter03_pz123-2) bioecological model, which highlights the transactional nature of multiple levels of influence on human development, conceptualizes humans as nested within four levels (see [Figure 3-2](https://www.nap.edu/read/23482/chapter/5#chapter03_pz92-2)). The most proximal system is the *microsystem* (e.g., school, family), which includes immediate surroundings that more directly affect the individual. The next level of influence, the *mesosystem*, describes how the different parts of a child’s microsystem interact together. The *exosystem* includes neighborhoods or school systems. The *macrosystem* includes the broad norms and trends in the culture and policies, which impact development and behavior.





**What is level 6? How do we see it in The Crucible?**

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**Select a character from The Crucible and apply Bronfenbrenner’s ecological systems theory to map out the world of your character.**



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