# Sample Scope and Sequence: English Life Skills – Year 12

***Sample for implementation for Year 12 from Term 4, 2018***

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| **Term 4** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** |
| *Exploring places and people*  Students explore other places and cultures through viewing and composing a range of texts. They will develop an understanding of diversity between peoples, perspectives and cultures. Students will learn to locate information and communicate personal views and preferences. | | | | | | | | | |
| This unit provides opportunities for students to experience texts drawn from:   * Australian texts, including texts by Aboriginal authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander peoples * texts with a wide range of cultural, social and gender perspectives, popular and youth cultures * a range of types of text drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts. | | | | | | | | | |
| ENLS6-4, ENLS6-5, ENLS6-6, ENLS6-7, ENLS6-8, ENLS6-11, ENLS6-12 | | | | | | | | | |

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| **Term 1** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** |
| *The wonderful world of the web*  Students develop digital literacy skills as they engage with a variety of digital texts for learning, work and social interaction. Students develop an understanding of digital citizenship as they compose and create digital texts for a variety of purposes and audiences. | | | | | | | | | |
| This unit provides opportunities for students to experience texts drawn from:   * a wide range of cultural, social and gender perspectives, popular and youth cultures   as well as opportunities for students to:   * read, view, listen to and compose a wide range of texts, including print and multimodal texts. | | | | | | | | | |
| ENLS6-5, ENLS6-7, ENLS6-8, ENLS6-12 | | | | | | | | | |

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| **Term 2** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** |
| *Animate me*  Students engage with a series of short animated films to explore the ideas and perspectives communicated. They develop an understanding of the value of film as a text and the ways in which composers use language forms and features to communicate ideas. | | | | | | | | | |
| This unit provides opportunities for students to experience multimodal and digital texts. | | | | | | | | | |
| ENLS6-4, ENLS6-7, ENLS6-11 | | | | | | | | | |

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| **Term 3** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** |
| *Me, myself and I*  Students read the novel *The Curious Incident of the Dog in the Night Time* to explore the concept of identity. They compose texts to communicate ideas about themselves, what makes them unique and their relationships with others. Through engagement with the core text, students are provided with opportunities to value and appreciate the diversity and uniqueness of others. | | | | | | | | | |
| This unit provides opportunities for students to experience prose fiction that provides experiences of:   * cultural, social and gender perspectives, and popular and youth cultures * integrated modes of reading, writing, listening, speaking, viewing and representing as appropriate. | | | | | | | | | |
| ENLS6-4, ENLS6-8, ENLS6-9 | | | | | | | | | |