**Sample Scope and Sequence: English Studies – Year 11 (A)**

***Sample for implementation for Year 11 from 2018***

| **Term 1** | **Week 1** | | | **Week 2** | **Week 3** | | | | **Week 4** | **Week 5** | | | **Week 6** | **Week 7** | | | **Week 8** | | **Week 9** | | **Week 10** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ***Mandatory Module: Achieving through English***  Students develop comprehension strategies and improve skills that enable them to express themselves in English confidently, effectively, appropriately and with grammatical accuracy. students deepen their understanding of how texts represent individual and collective human experiences. They examine how texts represent human qualities and emotions associated with, or arising from, these experiences. Students are provided with opportunities to 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.students deepen their understanding of how texts represent individual and collective human experiences. They examine how texts represent human qualities and emotions associated with, or arising from, these experiences. Students are provided with opportunities to 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.students deepen their understanding of how texts represent individual and collective human experiences. They examine how texts represent human qualities and emotions associated with, or arising from, these experiences. Students are provided with opportunities to 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. | | | | | | | | | | | | | | | | | | ***Elective Module H: Part of a Family*** | | |
| *Texts:*  *Seven Wonders of the Industrial World* (m), NSW Industrial Relations - *Young People at work:* [www.youngpeopleatwork.nsw.gov.au](http://www.youngpeopleatwork.nsw.gov.au)*,* Variety of texts drawn from academic and workplace contexts | | | | | | | | | | | | | | | | | | *Texts:*  Film, drama and media | | |
| *Outcomes:* ES11-1, ES11-2, ES11-3, ES11-4, ES11-5, ES11-6, ES11-10 | | | | | | | | | | | | | | | | | |  | | |
| **Term 2** | **Week 1** | | **Week 2** | | | **Week 3** | | **Week 4** | | | **Week 5** | **Week 6** | | | **Week 7** | **Week 8** | | | **Week 9** | **Week 10** | |
| ***Elective Module H: Part of a Family (continued)***  Students consider how texts represent a broad range of family structures and relationships in different ways and investigate how the attitudes and individuals are depicted in these texts. | | | | | | | | | | | ***Elective Module N: The Way We Were***  Students develop understanding and proficiency in the use of language related to history, with a specific focus on the ways history is presented through texts. | | | | | | | | | |
| *Texts:*  Focus Text: *The Blind Side* (f), Extracts: *Jasper Jones* Kate Mulvaney (d), + Selection of scenes from a variety of TV shows spanning time | | | | | | | | | | | *Texts (extracts)*  Dunkley, Andrew, *All I See Is Mud* (nf), Owen, Wilfred “Dulce et Decorum Est”, Weir, Peter, *Gallipoli* (f),Australian War Memorial website: [www.awm.gov.au/](http://www.awm.gov.au/) | | | | | | | | | |
| *Outcomes:* ES11-1, ES11-2, ES11-4, ES11-6, ES11-7, ES11-8, ES11-9 | | | | | | | | | | | *Outcomes:* ES11-2, ES11-3, ES11-6, ES11-8, ES11-9 | | | | | | | | | |
| **Term 3** | **Week 1** | **Week 2** | | | **Week 3** | | **Week 4** | | | | **Week 5** | **Week 6** | | | **Week 7** | **Week 8** | | **Week 9** | | **Week 10** | |
| ***Elective Module N: The way We Were (continued)*** | | | | | ***Elective Module D: Digital Worlds***  Students examine the language, structure, purpose and audiences of digital texts, and develop their skills in using language appropriately and accurately to compose and engage interactively with these texts and consider the potential of new technologies to enhance learning, work and social interaction. | | | | | | | | | | | | | | | |
| *Texts:* Nonfiction, film and poetry | | | | | *Texts:*  Bradbury, Ray, “There Will Come Soft Rains” (pf), Variety of digital and media texts | | | | | | | | | | | | | | | |
| *Outcomes:* ES11-2, ES11-3, ES11-6, ES11-8, ES11-9 | | | | | *Outcomes:* ES11-2, ES11-3, ES11-4, ES11-5, ES11-6, ES11-7, ES11-10 | | | | | | | | | | | | | | | |

(d) drama (f) film (m) media (nf) nonfiction (p) poetry (pf) prose fiction