**English Language Arts B 10 Sample Year Plan**

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| Time Frame and Unit Type | Context, Theme, and Big Ideas | Comprehend and Respond Focus | Compose and Create Focus | Assess and Reflect Focus | Resources |
| **Equity and Ethics**  Half of Semester | **Who and What is Right?**   * What are some of the factors that create inequalities? * How have inequalities shaped our world?   **Empowerment**   * Who decides what is right? * Why should we do the right thing? * How can I act on the right thing?   **Degrees of Responsibility**   * What is my role and responsibility in addressing inequalities?   **Rights & Responsibilities**   * What is the relationship between rights and responsibilities?   **Justice and Fairness**  How does one become an ethical person? | **CR B10.1 Comprehend and respond to a variety of visual, oral, print, and multimedia texts that address:**  **• identity (e.g., Diversity of Being);**  **• social responsibility (e.g., Degrees of Responsibility); and**  **• social action (agency) (e.g., Justice and Fairness).**  **CR B10.2 View, interpret, and report on ideas and information from more than one source to develop and**  **support positions on various topics related to the course including identity, social responsibility, and personal**  **agency.**  **CR B10.3 Listen to, comprehend, interpret, and summarize information and ideas presented in a variety of**  **literary and informational texts including group discussion, oral readings, interviews, prepared talks, and a talkback**  **show about a topic or issue being studied.**  **CR B10.4** **Read, interpret, and summarize a wide variety of classical and contemporary literary** (including drama,  **biography**, autobiography, poetry, short stories, **novels**) and informational (including letters, diaries, memoranda,  electronic communications) texts. | **CC B10.1 Compose and create a range of visual, multimedia, oral, and written texts to explore:**  **• identity (e.g., Diversity of Being);**  **• social responsibility (e.g., Degrees of Responsibility); and**  **• social action (agency) (e.g., Justice and Fairness).**  **CC B10.2** Create and present a visual or multimedia presentation supporting a prepared talk on a researched  issue, using either digital or other presentation tools.  **CC B10.3 Use oral language to express a range of information and ideas in formal** (including a prepared talk on a  researched issue, **an interview, an oral reading of prose or poetry,** and an **explanation and defence of a personal**  **point of view)** and informal (including discussion and group work) situations.  **CC B10.4** Create a variety of written informational (**including a business letter**, biographical profile, **problem-solution**  **essay)** and literary **(including fictionalized journal entries** and a short script) communications. | **AR B10.1** Establish and apply criteria to evaluate own and others’ work.  **AR B10.2 Set personal language learning goals and select strategies to enhance growth in language learning.** | **Who and What is Right?**  Novel - Of Mice and Men by John Steinbeck  Graphic Novel - Pride of Baghdad  Novel - Thunder over Kandahar  **Empowerment**  Essay - Rosa Parks Heroism Still Inspires (Crossroads); I have a Dream (Crossroads & Sightlines)  Short Stories – So What Are You Anyway by Lawrence Hill (Interface V1.2); Borders by Thomas King (Sightlines)  Poetry - Songs on empowerment; “Still I Rise” and “Caged Bird” by Maya Angelou; “Ambition” by Des Walsh (Sightlines); “Nonconformist” by Angela Shelf Medearis (Sightlines); “You Begin” by Margaret Atwood (Sightlines); “Dreams” by Langston Hughes (Sightlines)  **Degrees of Responsibility**  Essay – An open Heart (Crossroads)  Short Story – Lather and Nothing Else (Sightlines)  Newspaper articles and Facebook posts on helping strangers  **Rights and Responsibilities & Justice and Fairness**  Shakespeare Retold Series: Macbeth (ROVER)  Play – Macbeth |
| Possible Assessment Evidence:   * CRB10.1 Responding to narrative literature * CRB10.2 Report on several social media and news articles * CR10.3 Listen, comprehend, interpret and summarize | Possible Assessment Evidence:   * CCB10.4 Fictionalized journal entry (Bunkhouse man describing Lennie and George in his journal) * CCB10.4 Business letter (George to previous employer regarding next work placement) * CCB10.3 Talk on song lyric/poem + recital * CCB10.1 Create a meme with selfie and quote on self-empowerment * CCB10.4 Problem-Solution essay * CCB10.3 Explanation and defense of a personal point of view * CCB10.3 Oral reading of prose * CCB10.4 Script scene of student version of Macbeth | Possible Assessment Evidence:   * ARB10.2 Set comprehension goals – listening & reading script and graphic novel (modern English) and film |
| **The World Around and Within Us**  Second half of semester | **Perspectives & Diversity of Being**   * What are our relationships and responsibilities to the communities and environments of which we are a part? * How are we related to and responsible for natural and constructed environments? For technology? * Why is it important to be in touch with the world?   **The Natural and the Constructed Worlds**   * The world is a difficult text: how can we read it and respond to it critically?   **Individuals and Communities & Stewardship**   * How can I have a positive influence upon my world? * How must we show respect and care for the community of life? | **CR B10.1** Comprehend and respond to a variety of visual, oral, print, and multimedia texts that address:  • identity (e.g., Diversity of Being);  • social responsibility (e.g., Degrees of Responsibility); and  • social action (agency) (e.g., Justice and Fairness).  **CR B10.2** View, interpret, and report on ideas and information from more than one source to develop and  support positions on various topics related to the course including identity, social responsibility, and personal  agency.  **CR B10.3** Listen to, comprehend, interpret, and summarize information and ideas presented in a variety of  literary and informational texts including group discussion, oral readings, interviews, prepared talks, and a talkback  show about a topic or issue being studied.  **CR B10.4 Read, interpret, and summarize a wide variety of classical and contemporary literary** (including drama,  biography, autobiography, poetry, short stories, novels) **and informational (including letters, diaries, memoranda,**  **electronic communications) texts**. | **CC B10.1** Compose and create a range of visual, multimedia, oral, and written texts to explore:  • identity (e.g., Diversity of Being);  • social responsibility (e.g., Degrees of Responsibility); and  • social action (agency) (e.g., Justice and Fairness).  **CC B10.2 Creat**  **e and present a visual or multimedia presentation supporting a prepared talk on a researched**  **issue, using either digital or other presentation tools.**  **CC B10.3 Use oral language to express a range of information and ideas in formal (including a prepared talk on a**  **researched issue**, an interview, an oral reading of prose or poetry, and an explanation and defence of a personal  point of view) and informal (including discussion and group work) situations.  **CC B10.4** **Create a variety of written informational** (including a business letter, **biographical profile, problem-solution**  **essay)** and literary (including fictionalized journal entries and a short script) communications. | **AR B10.1 Establish and apply criteria to evaluate own and others’ work.**  **AR B10.2** Set personal language learning goals and select strategies to enhance growth in language learning. | Short Stories: Cree Peonies (Crossroads); Seven Wonders (Crossroads); Remembrance (Crossroads)  Check Interface 2.1/2.2  Bio – Jane Goodall and The Chimps (Crossroads) |
| Possible Assessment Evidence:   * CRB10.4 Read biographies | Possible Assessment Evidence:   * CCB10.4 Biographical Profile on someone who is “in touch with the world” * CCB10.2 Photo Essay * CCB10.3 Prepared talk on researched issue | Possible Assessment Evidence:   * ARB10.1 Establish criteria for photo essay and prepared talk |

Resources:

\*Please refer to the Ministry Core and Additional Resource list for resources approved for your grade.

\*\*The TRC has many context kits and other resources.