**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 researchedissue, 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 aresearched 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 SteinbeckGraphic Novel - Pride of BaghdadNovel - 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
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| **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 andsupport positions on various topics related to the course including identity, social responsibility, and personalagency.**CR B10.3** Listen to, comprehend, interpret, and summarize information and ideas presented in a variety ofliterary and informational texts including group discussion, oral readings, interviews, prepared talks, and a talkbackshow 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 personalpoint 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 2.1/2.2Bio – 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
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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.