

English Language Arts 20 Sample Year Plan

| Time Frame | Context, Theme, and Big Ideas | Comprehend and | Compose and Create | Assess and Reflect | Resources |
|---------------|------------------------------------|---|---|--------------------------|--------------------------|
| and Unit Type | | Respond Focus | Focus | Focus | |
| Unit One: | Unit One: Starting Out - | CR 20.1 View, listen to, | CC 20.1 Create a range | AR 20.1 Assess own | Full-length |
| Starting Out | Beginning and Becoming | read, comprehend, and | of visual, multimedia, | ability to view, listen, | Fiction/Non-fiction |
| - Beginning | • The Past and the Present | respond to a variety of | oral, and written texts | read, speak, write, | A Long Way Gone novel |
| and | • Triumphs and Trials | grade-appropriate First | to explore: | and use other forms | Sugar Falls graphic |
| Becoming | Discovery and | Nations, Métis, | • identity (e.g., | of representing | novel |
| | Disillusionment | Saskatchewan, Canadian, | Relationships with | effectively. | To Kill a Mockingbird |
| 10-12 Weeks | • Relationships with Family | and international texts | Family and Others); | AR 20.2 Establish | novel |
| | and Others | that address: | social responsibility | goals and plans for | They Cage the Animals at |
| | • Celebrations and Rites of | • identity (e.g., | (e.g., Evolving Roles and | personal language | Night (nf) |
| | Passage | Relationships with | Responsibilities); and | learning based on | |
| | How do the experiences of youth | Family and Others); | social action (agency) | self-assessment of | Short Fiction/Non- |
| | and childhood provide a | social responsibility | (e.g., The Past and the | achievements, | fiction |
| | foundation for life? How do the | (e.g., Evolving Roles and | Present). | needs, and interests. | A Penny in the Dust |
| | experiences of childhood and | Responsibilities); and | CC 20.2 Create visual or | | The Runner |
| | youth affect our development – | social action (agency) | multimedia | | Apology Day |
| | mentally, physically, emotionally, | (e.g., The Past and the | presentations using | | Brothers |
| | and spiritually? | Present). | dramatization or role | | Charles |
| | | CR 20.2 View, | play, including a | | No Name Woman |
| | What and how do play, a sense of | comprehend, and | presentation of | | The Scottsboro Trial |
| | wonder, imagination, and | develop coherent and | an interview of a | | The Grown-Up Problem |
| | discovery contribute to the | plausible interpretations | literary character (or | | The Meanest Mother |
| | development of healthy children | of informational and | author or historical or | | Who's Afraid of the |
| | and youth? What are the benefits | literary | contemporary person) | | Wicked Witch |
| | of developing imagination and a | First Nations, Métis, | from a First Nations, | | How to Do Battle with |
| | sense of wonder? How can a | Saskatchewan, Canadian, | Métis, | | Grown-Ups |
| I | sense of wonder and imagination | and international texts | Saskatchewan, | | Remember, Mum, When |
| 1 | be fostered? | (including multimedia | Canadian, or | | I Mocked You? |
| | | advertising) that use | international text. | | The Credo |
| | How do societies and various | specialized visual | CC 20.3 Speak to | | |
| | cultures attend to the needs of | features including | present ideas and | | Poems/Lyrics: |
| | their children and youth? How is | illustrations, | information | | To the Sad Daughter |
| I | caring for children and youth | photographs, art works, | appropriately in | | (I Remember) Back |
| I | honoured? How do societies | maps, charts, graphs. | informal (including | | Home |
| | | CR 20.3 Listen to, | discussions and | | The Child Who Walks |



demonstrate their attitudes to children and adolescents? How do the treatment and expectations of children and adolescents vary throughout the world and across cultures?

What can be done to ensure the safety and health of all our children and adolescents? Why is it beneficial and important to do so?

How do relationships with others (e.g., parents, Elders, siblings, grandparents, role models, mentors) affect the identity, values, and beliefs of children and adolescents?

How do children and youth perceive themselves and why? How do others perceive them? How do others' perceptions influence the identities that children and youth have of themselves?

What ways of knowing, thinking, doing, and being have you developed as a result of your relationships in childhood and adolescence?

How and why have the roles of children and youth changed over the years?

comprehend, and develop coherent and plausible interpretations of grade-appropriate informational and literary First Nations. Métis, Saskatchewan, Canadian, and international texts. including spoken instructions, and argumentative and persuasive speeches. CR 20.4 Read and demonstrate comprehension and appreciation of gradeappropriate informational (including instructions and procedural texts) and literary (including fiction, nonfiction, script, poetry, and essays) First Nations, Métis, Saskatchewan, Canadian, and international texts.

collaborative work) and formal (including an interview, a dramatic reading, and introducing and thanking a speaker) situations. **CC 20.4** Create a variety of written informational (including an essay of explanation of a **process**, an application letter and résumé, and an argumentative or persuasive essay) and literary (including a reflective or personal essay and an analysis of a literary text) communications.

Backwards
Luka
The Fury of Overshoes
It Was So Stupid
The Key of the Kingdom
Rough
The Centaur
My Papa's Waltz
The World is a Beautiful
Place
How to be Old

iLit SK Rivers MIR

Possible Assessment Evidence:

- conferences
- exit slip
- listening activities
- viewing activities
- small and large group discussions

Possible Assessment Evidence:

- Reflective or Personal Essay
- Explanation of a Process Essay
- Interview of a Literary Character
- Introducing and

Possible Assessment Evidence:

- Goal setting sheets
- Conferencing
- Assess and Reflect Journals



| What issues of children and youth face in the twenty-first century? How are the issues that children face today different from the issues experienced by children in previous generations? Moving Forward – Establish and Realizing **Opportunities and Obstacles** **Beliefs and Goals** **Opportunities and Obstacles** **Beliefs and Bewards** **Despectively and influence us as we mature and age? How can you prepare for the probability of having multiple roles throughout their lives (e.g., caregiver, employee/employer, partner)? How do people respond to an opportunities and cope with multiple and changing roles throughout their lives (e.g., caregiver, employee/employer, partner)? Are all the roles and the work and cop with multiple and changing roles throughout their lives (e.g., caregiver, employee/employer, partner)? Are all the roles you play will be valued and respected equally? How can you one that the work and one will be valued and respected equally? How can you never that the work and one will be valued and respected equally? How can you never that the work and the roles you play will be valued and respected equally? How can you never that the work and the roles you play will be valued and respected equally? How can you can the total care probabilities and you and ulthout the street of the probability of the probabi | | T - | T | T _ | T | |
|--|---------------|--|---------------------------------|---|--------------------------|-----------------------|
| Forward – Establish and Realizing Realizing - Turning Points and Transitions - Evolving Roles and Responsibilities - Opportunities and Obstacles - Risks and Rewards - Beliefs and Goals - Beliefs and Goals - Beliefs and Goals - Beliefs and ge? How can you radulthood (e.g., caregiver, employee/employer, partner, partne | | youth face in the twenty-first century? How are the issues that children face today different from the issues experienced by children in previous generations? | | Speaker Dramatic Reading Small/Large Group Discussion, Conferencing | | |
| ## Case of the probability of having multiple roles throughout their lives (e.g., caregiver, employee/employer, partner, | Moving | Moving Forward – Establish | CR 20.1 View, listen to, | CC 20.1 Create a range | AR 20.1 Assess own | Full-length |
| Realizing **Evolving Roles and Responsibilities **Opportunities and Obstacles **Opportunities and Responsibilities **Opportunities and Rewards **Beliefs and Rewards **Beliefs and Goals **How do our relationships with others evolve and influence us as we mature and age? How can you radulthood (e.g., caregiver, employee/employer, partner)? How do people respond to and cope with multiple and changing roles throughout their lives (e.g., caregiver, employee/employer, partner)? Are all the roles and the work associated with those roles valued or respected equally? How can you ensure that the work you do and the roles you play will be valued and respected equally?* **The Glass Menagerie** **In delictionships with Family and Others); coscial responsibility (e.g., Evolving Roles and Responsibilities); and social action (agency) **Social responsibility (e.g., Relationships with Pasts and the Present). **C 20.2 Create visual or multimedia and the presentation of an interview of a literary character (or an interview of a literar | Forward - | and Realizing | read, comprehend, and | of visual, multimedia, | ability to view, listen, | Fiction/Non-fiction |
| • Evolving Roles and Responsibilities • Opportunities and Obstacles • Risks and Rewards • Beliefs and Goals How do our relationships with others evolve and influence us as we mature and age? How can you prepare for the probability of having multiple roles throughout your adulthood (e.g., caregiver, employee/employer, partner)? How do people respond to and cope with multiple and changing roles throughout their lives (e.g., caregiver, employee/employer, partner)? Are all the roles and the work associated with those roles valued or respected equally? How can you ensure that the work you do and the roles you play will be valued and respected equally? • Evolving Roles and Responsibilities (sakaktchewan, Canadian, and international texts (including multimedia advertising) that use specialized visual or more international texts (including multimedia advertising) that use specialized visual or more international texts (including multimedia advertising) that use specialized visual or more independent of the first interaction of an interview of a litterary canadian, and international texts (including multimedia advertising) that use specialized visual or more independent of the first part | Establish and | Turning Points and | respond to a variety of | oral, and written texts | read, speak, write, | Fishtailing |
| 8. Responsibilities | Realizing | Transitions | grade-appropriate First | to explore: | and use other forms | |
| Opportunities and Obstacles Risks and Rewards Beliefs and Goals How do our relationships with others evolve and influence us as we mature and age? How can you prepare for the probability of having multiple roles throughout your adulthood (e.g., caregiver, employee/employer, partner)? How do people respond to and cope with multiple and changing roles throughout their lives (e.g., caregiver, employee/employer, partner)? Are all the roles and the work associated with those roles valued or respected equally? How can you ensure that the work you do and the roles you play will be valued and respected equally? Beliefs and Goals How do our relationships with others evolve and influence us as we mature and age? How can you ensure that the work you do and the roles you play will be valued and respected equally? Are all the roles and the work associated with those roles valued and respected equally? Beliefs and Goals How do our relationships with others evolve and influence us as we mature and age? How can you prepare for the probability (e.g., Evolving Roles and, Esponsibilities); and escal action (agency) (e.g., The Past and the Present). CC 20.2 Create visual or multimedia presentations using dramatization or role play, including a presentation of author or historical or contemporary person) from a First Nations, Métis, Saskatchewan, Canadian, or international text. (including multimedia and international text. (including multimedia and international text. (including multimedia and international text. (including multimedia or interview of a literary character (or author or historical or contemporary person) from a First Nations, Métis, Saskatchewan, Canadian, or international text. (CC 20.3 Speak to | | Evolving Roles and | 1 | • identity (e.g., | of representing | Plays |
| • Risks and Rewards • Beliefs and Goals How do our relationships with others evolve and influence us as we mature and age? How can you prepare for the probability of having multiple roles throughout your adulthood (e.g., caregiver, employee/employer, partner)? How do people respond to and cope with multiple and changing roles throughout their lives (e.g., caregiver, employee/employer, partner)? Are all the roles and the work associated with those roles valued or respected equally? How can you do and the roles you play will be valued and respected equally? * that address: * identity (e.g., Evolving Roles and Responsibility (e.g., Evolving Roles and Responsibility (e.g., The Past and the Present). * social responsibility (e.g., Evolving Roles and Responsibility (e.g., The Past and the Present). * CC 20.2 Create visual or multimedia presentations using dramatization or role play, including a nitrerview of a literary character (or author or historical or contemporary person) from a First Nations, Métis, Saskatchewan, Canadian, and international texts (including multimedia advertising) that use specialized visual * social responsibility (e.g., Evolving Roles and Responsibility (e.g., Evolving Roles and Responsibilities); and esponsibility (e.g., Evolving Roles and Responsibility (e.g., E | 6-8 Weeks | Responsibilities | Saskatchewan, Canadian, | Relationships with | 1 | The Glass Menagerie |
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| How do our relationships with others evolve and influence us as we mature and age? How can you prepare for the probability of having multiple roles throughout your adulthood (e.g., caregiver, employee/employer, partner)? How do people respond to and cope with multiple and changing roles throughout their lives (e.g., caregiver, employee/employer, partner, partner, parent)? Are all the roles and the work associated with those roles valued or respected equally? How can you ensure that the work you do and the roles you play will be valued and respected equally? How do people respond to and cope with multiple and changing roles throughout their lives (e.g., caregiver, employee/employer, partner, parent)? Are all the roles and the work associated with those roles valued and respected equally? How can you ensure that the work you do and the roles you play will be valued and respected equally? Are all the roles and the work associated with those roles valued and respected equally? Are all the roles and the work associated with those roles valued and respected equally? Are all the roles you play will be valued and respected equally? Bearning based on section (agency) (e.g., The Past and the Present). CC 20.2 Create visual or multimedia presentations using dramatization or role play, including a presentation of an interview of a literary character (or author or historical or contemporary person) from a First Nations, Métis, Saskatchewan, Canadian, and international texts (including multimedia advertising) that use specialized visual | | Risks and Rewards | | | _ | |
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| can you ensure that the work you do and the roles you play will be valued and respected equally? and international texts (including multimedia advertising) that use specialized visual Saskatchewan, Canadian, or international text. CC 20.3 Speak to | | | | • | | |
| do and the roles you play will be valued and respected equally? (including multimedia advertising) that use specialized visual (including multimedia advertising) that use specialized visual (including multimedia advertising) that use specialized visual | | | | | | |
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| specialized visual CC 20.3 Speak to | | | ` | · · | | |
| | | valueu aliu respecteu equaliy! | | | | |
| icatui es including pi escilt lucas and | | | features including | present ideas and | | |



| How and why will you prepare | illustrations, | information | | |
|--|--|--------------------------------|----------------------------------|--|
| for your future? | photographs, art works, | appropriately in | | |
| | maps, charts, graphs. | informal (including | | |
| What are contemporary | CR 20.3 Listen to, | discussions and | | |
| expectations of adults? How do | | collaborative work) | | |
| the roles and expectations of | develop coherent and | and formal (including | | |
| adults vary among cultures and | _ | an interview, a dramatic | | |
| through the various stages of | of grade-appropriate | reading, and | | |
| adulthood? | informational and | introducing and | | |
| | literary First Nations, | thanking a | | |
| How can we prepare for the role | es Métis, Saskatchewan, | speaker) situations. | | |
| and expectations that we have f | or Canadian, and | CC 20.4 Create a variety | | |
| ourselves and that others have | international texts, | of written informational | | |
| for us? | including spoken | (including an essay of | | |
| | instructions, and | explanation of a | | |
| As we mature and age, what are | _ | process, an application | | |
| our responsibilities to self and t | | letter and résumé , and | | |
| others? How do these | CR 20.4 Read and | an argumentative or | | |
| responsibilities change? | demonstrate | persuasive essay) and | | |
| | comprehension and | literary (including a | | |
| What obstacles and opportuniti | | reflective or personal | | |
| do people experience in the | appropriate | essay and a n analysis | | |
| transitions of adulthood? | informational (including | of a literary text) | | |
| | instructions and | communications. | | |
| What does the concept of a | procedural texts) and | | | |
| balanced life mean? How and | literary (including | | | |
| why do we plan to achieve | fiction, nonfiction, script, | | | |
| balance in our lives? Is the ques | | | | |
| for balance universal? | Nations, Métis, | | | |
| 11. 1. 1. 1. 1. 1. 1. 1. | Saskatchewan, Canadian, | | | |
| How do our values and beliefs | and international texts. | | | |
| determine the paths of life that | | | | |
| we may explore? What influence | | Descible Assessment | Descible Assessment | |
| or necessitates the re-evaluation | | Possible Assessment | Possible Assessment | |
| of our values and beliefs? | Evidence: | Evidence: | Evidence: | |
| What compating interests | • conferences | Persuasive Essay | Goal Setting Shorts | |
| What competing interests, dreams, and ambitions create | • exit slip | Literary Analysis | Sheets | |
| ureams, and ambitions create | listening activities | Resume and | Conferencing | |



| others? conside what dr How car and am not con worthw | and conflict for us and for What kinds of dreams are red worthy? Who decides eams are worthwhile? In we pursue our dreams pitions when others do sider those dreams hile? How do our dreams, and ambitions influence | viewing activities small and large group discussions | Letter of Application • Small/Large Group Discussion, Conferencing | Assess and Reflect Journals | |
|---|--|---|---|---------------------------------|--|
| the risk What ar we envi do we d those ac influence | that we take? The the achievements that sion for ourselves? Why ecide on and pursue whievements? What the achievements we will have a chievements of the achievements do to | | | | |
| motivat How do achieve | e themselves to succeed? we define success and ment for ourselves? How rs define success and | | | | |

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.