

**English Language Arts 20 Sample Year Plan**

Time Frame and Unit Type	Context, Theme, and Big Ideas	Comprehend and Respond Focus	Compose and Create Focus	Assess and Reflect Focus	Resources
<p><b>Unit One: Starting Out – Beginning and Becoming</b></p> <p>10-12 Weeks</p>	<p><b>Unit One: Starting Out – Beginning and Becoming</b></p> <ul style="list-style-type: none"> <li>• <i>The Past and the Present</i></li> <li>• <i>Triumphs and Trials</i></li> <li>• <i>Discovery and Disillusionment</i></li> <li>• <i>Relationships with Family and Others</i></li> <li>• <i>Celebrations and Rites of Passage</i></li> </ul> <p>How do the experiences of youth and childhood provide a foundation for life? How do the experiences of childhood and youth affect our development – mentally, physically, emotionally, and spiritually?</p> <p>What and how do play, a sense of wonder, imagination, and discovery contribute to the development of healthy children and youth? What are the benefits of developing imagination and a sense of wonder? How can a sense of wonder and imagination be fostered?</p> <p>How do societies and various cultures attend to the needs of their children and youth? How is caring for children and youth honoured? How do societies</p>	<p><b>CR 20.1</b> View, listen to, read, comprehend, and respond to a variety of grade-appropriate First Nations, Métis, Saskatchewan, Canadian, and international texts that address:</p> <ul style="list-style-type: none"> <li>• identity (e.g., Relationships with Family and Others);</li> <li>• social responsibility (e.g., Evolving Roles and Responsibilities); and</li> <li>• social action (agency) (e.g., The Past and the Present).</li> </ul> <p><b>CR 20.2</b> View, comprehend, and develop coherent and plausible interpretations of informational and literary First Nations, Métis, Saskatchewan, Canadian, and international texts (including multimedia advertising) that use specialized visual features including illustrations, photographs, art works, maps, charts, graphs.</p> <p><b>CR 20.3</b> Listen to,</p>	<p><b>CC 20.1</b> Create a range of visual, multimedia, oral, and written texts to explore:</p> <ul style="list-style-type: none"> <li>• identity (e.g., Relationships with Family and Others);</li> <li>• social responsibility (e.g., Evolving Roles and Responsibilities); and</li> <li>• social action (agency) (e.g., The Past and the Present).</li> </ul> <p><b>CC 20.2</b> Create visual or multimedia presentations using dramatization or role play, including a <b>presentation of an interview of a literary character</b> (or author or historical or contemporary person) from a First Nations, Métis, Saskatchewan, Canadian, or international text.</p> <p><b>CC 20.3</b> Speak to present ideas and information appropriately in informal (<b>including discussions and</b></p>	<p><b>AR 20.1</b> Assess own ability to view, listen, read, speak, write, and use other forms of representing effectively.</p> <p><b>AR 20.2</b> Establish goals and plans for personal language learning based on self-assessment of achievements, needs, and interests.</p>	<p><b>Full-length Fiction/Non-fiction</b></p> <p><i>A Long Way Gone</i> novel</p> <p><i>Sugar Falls</i> graphic novel</p> <p><i>To Kill a Mockingbird</i> novel</p> <p><i>They Cage the Animals at Night</i> (nf)</p> <p><b>Short Fiction/Non-fiction</b></p> <p>A Penny in the Dust</p> <p>The Runner</p> <p>Apology Day</p> <p>Brothers</p> <p>Charles</p> <p>No Name Woman</p> <p>The Scottsboro Trial</p> <p>The Grown-Up Problem</p> <p>The Meanest Mother</p> <p>Who’s Afraid of the Wicked Witch</p> <p>How to Do Battle with Grown-Ups</p> <p>Remember, Mum, When I Mocked You?</p> <p>The Credo</p> <p><b>Poems/Lyrics:</b></p> <p>To the Sad Daughter (I Remember) Back Home</p> <p>The Child Who Walks</p>

<p>demonstrate their attitudes to children and adolescents? How do the treatment and expectations of children and adolescents vary throughout the world and across cultures?</p> <p>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?</p> <p>How do relationships with others (e.g., parents, Elders, siblings, grandparents, role models, mentors) affect the identity, values, and beliefs of children and adolescents?</p> <p>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?</p> <p>What ways of knowing, thinking, doing, and being have you developed as a result of your relationships in childhood and adolescence?</p> <p>How and why have the roles of children and youth changed over the years?</p>	<p>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.</p> <p><b>CR 20.4</b> Read and demonstrate comprehension and appreciation of grade-appropriate informational (including instructions and procedural texts) and literary (including fiction, nonfiction, script, poetry, and essays) First Nations, Métis, Saskatchewan, Canadian, and international texts.</p>	<p><b>collaborative work) and formal (including an interview, a dramatic reading, and introducing and thanking a speaker) situations.</b></p> <p><b>CC 20.4</b> Create a variety of written informational (including an <b>essay of explanation of a process</b>, an application letter and résumé, and an argumentative or persuasive essay) and literary (including a <b>reflective or personal essay</b> and an analysis of a literary text) communications.</p>	<p><b>Possible Assessment Evidence:</b></p> <ul style="list-style-type: none"> <li>• conferences</li> <li>• exit slip</li> <li>• listening activities</li> <li>• viewing activities</li> <li>• small and large group discussions</li> </ul>	<p><b>Possible Assessment Evidence:</b></p> <ul style="list-style-type: none"> <li>• Reflective or Personal Essay</li> <li>• Explanation of a Process Essay</li> <li>• Interview of a Literary Character</li> <li>• Introducing and</li> </ul>	<p><b>Possible Assessment Evidence:</b></p> <ul style="list-style-type: none"> <li>• Goal setting sheets</li> <li>• Conferencing</li> <li>• Assess and Reflect Journals</li> </ul> <p>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</p> <p><i>iLit SK Rivers MIR</i></p>
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	What issues do 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?		<p>Thanking a Speaker</p> <ul style="list-style-type: none"> <li>• Dramatic Reading</li> <li>• Small/Large Group Discussion, Conferencing</li> </ul>		
<p><b>Moving Forward – Establish and Realizing</b></p> <p>6-8 Weeks</p>	<p><b>Moving Forward – Establish and Realizing</b></p> <ul style="list-style-type: none"> <li>• <i>Turning Points and Transitions</i></li> <li>• <i>Evolving Roles and Responsibilities</i></li> <li>• <i>Opportunities and Obstacles</i></li> <li>• <i>Risks and Rewards</i></li> <li>• <i>Beliefs and Goals</i></li> </ul> <p>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, parent)?</p> <p>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?</p>	<p><b>CR 20.1</b> View, listen to, read, comprehend, and respond to a variety of grade-appropriate First Nations, Métis, Saskatchewan, Canadian, and international texts that address:</p> <ul style="list-style-type: none"> <li>• identity (e.g., Relationships with Family and Others);</li> <li>• social responsibility (e.g., Evolving Roles and Responsibilities); and</li> <li>• social action (agency) (e.g., The Past and the Present).</li> </ul> <p><b>CR 20.2</b> View, comprehend, and develop coherent and plausible interpretations of informational and literary First Nations, Métis, Saskatchewan, Canadian, and international texts (including multimedia advertising) that use specialized visual features including</p>	<p><b>CC 20.1</b> Create a range of visual, multimedia, oral, and written texts to explore:</p> <ul style="list-style-type: none"> <li>• identity (e.g., Relationships with Family and Others);</li> <li>• social responsibility (e.g., Evolving Roles and Responsibilities); and</li> <li>• social action (agency) (e.g., The Past and the Present).</li> </ul> <p><b>CC 20.2</b> 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, or international text.</p> <p><b>CC 20.3</b> Speak to present ideas and</p>	<p><b>AR 20.1</b> Assess own ability to view, listen, read, speak, write, and use other forms of representing effectively.</p> <p><b>AR 20.2</b> Establish goals and plans for personal language learning based on self-assessment of achievements, needs, and interests.</p>	<p><b>Full-length Fiction/Non-fiction</b> <i>Fishtailing</i></p> <p><b>Plays</b> <i>The Glass Menagerie</i> <i>Some Day</i></p> <p><b>Poetry/Lyrics</b> Warren Pryor Mother to Son Day Job and Night Job</p> <p><b>Short Fiction/Non-fiction</b> “To Everything There is a Season” “The Credo” Beyond My Father’s Shadow</p> <p><i>iLit SK Rivers MIR</i></p>

	<p>How and why will you prepare for your future?</p> <p>What are contemporary expectations of adults? How do the roles and expectations of adults vary among cultures and through the various stages of adulthood?</p> <p>How can we prepare for the roles and expectations that we have for ourselves and that others have for us?</p> <p>As we mature and age, what are our responsibilities to self and to others? How do these responsibilities change?</p> <p>What obstacles and opportunities do people experience in the transitions of adulthood?</p> <p>What does the concept of a balanced life mean? How and why do we plan to achieve balance in our lives? Is the quest for balance universal?</p> <p>How do our values and beliefs determine the paths of life that we may explore? What influences or necessitates the re-evaluation of our values and beliefs?</p> <p>What competing interests, dreams, and ambitions create</p>	<p>illustrations, photographs, art works, maps, charts, graphs.  <b>CR 20.3</b> Listen to, 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.  <b>CR 20.4</b> Read and demonstrate comprehension and appreciation of grade-appropriate informational (including instructions and procedural texts) and literary (including fiction, nonfiction, script, poetry, and essays) First Nations, Métis, Saskatchewan, Canadian, and international texts.</p> <p>Possible Assessment Evidence:</p> <ul style="list-style-type: none"> <li>• conferences</li> <li>• exit slip</li> <li>• listening activities</li> </ul>	<p>information appropriately in informal (<b>including discussions and collaborative work</b>) and formal (including an interview, a dramatic reading, and introducing and thanking a speaker) situations.  <b>CC 20.4</b> Create a variety of written informational (including an essay of explanation of a process, <b>an application letter and résumé</b>, and <b>an argumentative or persuasive essay</b>) and literary (including a reflective or personal essay and <b>an analysis of a literary text</b>) communications.</p> <p>Possible Assessment Evidence:</p> <ul style="list-style-type: none"> <li>• Persuasive Essay</li> <li>• Literary Analysis</li> <li>• Resume and</li> </ul>	<p>Possible Assessment Evidence:</p> <ul style="list-style-type: none"> <li>• Goal Setting Sheets</li> <li>• Conferencing</li> </ul>	
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	<p>tension and conflict for us and for others? What kinds of dreams are considered worthy? Who decides what dreams are worthwhile? How can we pursue our dreams and ambitions when others do not consider those dreams worthwhile? How do our dreams, goals, and ambitions influence the risks that we take?</p> <p>What are the achievements that we envision for ourselves? Why do we decide on and pursue those achievements? What influences the achievements we seek? What do individuals do to motivate themselves to succeed? How do we define success and achievement for ourselves? How do others define success and achievement?</p>	<ul style="list-style-type: none"> <li>• viewing activities</li> <li>• small and large group discussions</li> </ul>	<p>Letter of Application</p> <ul style="list-style-type: none"> <li>• Small/Large Group Discussion, Conferencing</li> </ul>	<ul style="list-style-type: none"> <li>• Assess and Reflect Journals</li> </ul>	
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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.