

English Language Arts A 10 Sample Year Plan

Time Frame	Context, Theme, and Big Ideas	Comprehend and Respond Focus	Compose and Create Focus	Assess and Reflect Focus	Resources
September – End of October (approx. 8 weeks)	<p>Context: The Challenges of Life</p> <p><u>Theme(s):</u> Explaining the World through our Foundational Stories; Destiny and Challenges of Life; Human Existence; and/or Decisions</p> <p><u>Big Ideas:</u> What do foundational stories teach us about life’s challenges? How do our perceptions of what is a challenge depend on our personal stories or experiences? What qualities help us face challenges successfully? What are some of the challenges and struggles that have shaped society? What are the important decisions we will have to make in our lifetime?</p>	<p>CR A10.1 Comprehend and respond to a variety of visual, oral, print, and multimedia texts that address:</p> <ul style="list-style-type: none"> identity (e.g., Foundational Stories); social responsibility (e.g., Destiny and Challenges of Life); and social action (agency) (e.g., Human Existence). <p>CR A10.2 View, interpret, summarize, and draw conclusions about the ideas and information presented in a variety of illustrations, charts, graphs, and television, film, and video presentations including a documentary or current affairs program.</p> <p>CR A10.3 Listen to, interpret, summarize, and draw conclusions about the ideas and information presented in a</p>	<p>CC A10.1 Compose and create a range of visual, multimedia, oral, and written texts that explore:</p> <ul style="list-style-type: none"> identity (e.g., Foundational Stories); social responsibility (e.g., Destiny and Challenges of Life); and social action (agency) (e.g., Human Existence). <p>CC A10.2 Explain and present to a familiar audience the key ideas and events (actual or based on a text studied) through an appropriate combination of charts, diagrams, sound, models, drama, and print.</p> <p>CC A10.3 Use oral language to express a range of information and ideas in formal (including a prepared talk</p>	<p>AR A10.1 Establish and apply criteria to evaluate own and others’ work.</p> <p>AR A10.2 Set personal language learning goals and select strategies to enhance growth in language learning.</p>	<p>Anthologies:</p> <ul style="list-style-type: none"> Sightlines 10 Voices in the Hall Crossroads 10 Interface <p>Potential Short Stories, Poems, Essays, and/or authors:</p> <ul style="list-style-type: none"> My Left Foot Lather and Nothing Else <p>Plays:</p> <ul style="list-style-type: none"> <i>The Miracle Worker</i> <i>Blood Relations</i> <p>Novels:</p> <ul style="list-style-type: none"> <i>Bite of the Mango</i> <i>A Long Way Gone</i> <i>Child of Dandelions</i> <p>Websites:</p> <p>http://www.bostonglobe.com/news/bigpicture</p> <p>Audio/Visual Resources:</p> <ul style="list-style-type: none"> The Miracle Worker adaptation JFK’s “We Choose To Go To The Moon” Speech

		<p>variety of literary and informational texts including group discussions, oral readings, interviews, and prepared talks about a topic being studied. CR A10.4 Read, interpret, and draw conclusions about the ideas, information, concepts, and themes presented in a variety of literary (including poems, plays, essays, short stories, novels) and informational (including magazines, newspapers, and on-line information) texts.</p>	<p>on a familiar topic, an oral presentation of a passage of prose or poetry, retelling a narrative, or recounting an experience or event) and informal (discussion and group work) situations. CC A10.4 Compose and create a variety of written literary (including a historical persona essay and a review) and informational (including an observation [eye-witness] report and researched or technical report) texts attending to various elements of discourse (e.g., purpose, speaker, audience, form).</p>		
		<p>Possible Assessment Evidence:</p> <ul style="list-style-type: none"> • Conferences • Listening Activity • Viewing Activity • Writing Responses • Performance Tasks 	<p>Possible Assessment Evidence:</p> <ul style="list-style-type: none"> • Creative Writing • A Report • Conversations • Presentations • Performance Tasks 	<p>Possible Assessment Evidence:</p> <ul style="list-style-type: none"> • Goal Setting • Tracking Progress • Editing Peer/Self • Checklists 	
November-January	Context: The Mysteries of Life	CR A10.1 Comprehend and respond to a variety of visual, oral,	CC A10.1 Compose and create a range of visual, multimedia,	ARA10.1 Establish and apply criteria to evaluate own and others' work.	<p>Anthologies:</p> <ul style="list-style-type: none"> • Sightlines 10 • Voices in the Hall

	<p>Theme(s): The joys of mind, body, and spirit; mysteries of the human brain and imagination; mysteries of this world and beyond; the fantastic</p> <p>Big Ideas: Of what is the human brain capable? How is technology changing the human brain? How do our imaginations carry us far beyond the borders of everyday world? Why is the imagination valuable? How might making connections expand our imagination and creativity? How do fantasy and science fiction prepare us to handle challenges that tomorrow will bring?</p>	<p>print, and multimedia texts that address:</p> <ul style="list-style-type: none"> • identity (e.g., Foundational Stories); • social responsibility (e.g., Destiny and Challenges of Life); and • social action (agency) (e.g., Human Existence). <p>CR A10.2 View, interpret, summarize, and draw conclusions about the ideas and information presented in a variety of illustrations, charts, graphs, and television, film, and video presentations including a documentary or current affairs program.</p> <p>CR A10.3 Listen to, interpret, summarize, and draw conclusions about the ideas and information presented in a variety of literary and informational texts including group discussions, oral readings, interviews, and prepared</p>	<p>oral, and written texts that explore:</p> <ul style="list-style-type: none"> • identity (e.g., Foundational Stories); • social responsibility (e.g., Destiny and Challenges of Life); and • social action (agency) (e.g., Human Existence). <p>CC A10.2 Explain and present to a familiar audience the key ideas and events (actual or based on a text studied) through an appropriate combination of charts, diagrams, sound, models, drama, and print.</p> <p>CC A10.3 Use oral language to express a range of information and ideas in formal (including a prepared talk on a familiar topic, an oral presentation of a passage of prose or poetry, retelling a narrative, or recounting an experience or event) and informal</p>	<p>AR A10.2 Set personal language learning goals and select strategies to enhance growth in language learning.</p>	<ul style="list-style-type: none"> • Crossroads 10 • Ghost/Scary Stories • Interface <p>Potential Short Stories, Poems, Essays, and/or authors:</p> <ul style="list-style-type: none"> • Edgar Allan Poe • Ray Bradbury • Agatha Christie • Price Day “Four O’Clock” • Alfred Tennyson “The Lady of Shalott” • <p>Audio/Visual Resources:</p> <ul style="list-style-type: none"> • War of the Worlds <p>Websites:</p> <p>http://www.bostonglobe.com/news/bigpicture</p> <p>Novels:</p> <ul style="list-style-type: none"> • <i>Hunger Games</i> • <i>Ender’s Game</i> • <i>Droughtlanders</i> • <i>Independent novel study- prepared talk</i> <p>Plays:</p> <ul style="list-style-type: none"> • <i>The Monkey’s Paw</i> • <i>Dracula</i>
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		<p>talks about a topic being studied. CR A10.4 Read, interpret, and draw conclusions about the ideas, information, concepts, and themes presented in a variety of literary (including poems, plays, essays, short stories, novels) and informational (including magazines, newspapers, and on-line information) texts.</p>	<p>(discussion and group work) situations. CC A10.4 Compose and create a variety of written literary (including a historical persona essay and a review) and informational (including an observation [eye-witness] report and researched or technical report) texts attending to various elements of discourse (e.g., purpose, speaker, audience, form).</p>		
		<p>Possible Assessment Evidence:</p> <ul style="list-style-type: none"> • Conferences • Listening Activity • Viewing Activity • Writing Responses • Performance Tasks • Conversations • Group Work • Comprehension Check-In 	<p>Possible Assessment Evidence:</p> <ul style="list-style-type: none"> • Creative Writing • A Prepared Talk • A Review • Conversations • Presentations • Performance Tasks 	<p>Possible Assessment Evidence:</p> <ul style="list-style-type: none"> • Goal Setting • Tracking Progress • Editing Peer/Self • Checklists 	

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.