

English Language Arts A 10 Sample Year Plan

Time Frame	Context, Theme, and Big	Comprehend and	Compose and Create	Assess and Reflect	Resources
	Ideas	Respond Focus	Focus	Focus	
September – End of	Context: The	CR A10.1 Comprehend	CC A10.1 Compose and	AR A10.1 Establish	Anthologies:
October (approx. 8	Challenges of Life	and respond to a	create a range of	and apply criteria to	• Sightlines 10
weeks)		variety of visual, oral,	visual, multimedia,	evaluate own and	 Voices in the Hall
	Theme(s): Explaining	print, and multimedia	oral, and written texts	others' work.	Crossroads 10
	the World	texts that address:	that explore:	AR A10.2 Set personal	 Interface
	through our	• identity (e.g.,	• identity (e.g.,	language learning	
	Foundational Stories;	Foundational Stories);	Foundational Stories);	goals and select	Potential Short Stories, Poems, Essays, and/or
	Destiny	• social	• social	strategies to enhance	authors:
	and Challenges of Life;	responsibility (e.g.,	responsibility (e.g.,	growth in language	My Left Foot
	Human Existence;	Destiny and Challenges	Destiny and	learning.	 Lather and Nothing Else
	and/or	of Life); and	Challenges of Life);		Plays:
	Decisions	 social action 	and		The Miracle Worker
		(agency) (e.g., Human	 social action 		Blood Relations
	Big Ideas: What do	Existence).	(agency) (e.g., Human		- Blood Relations
	foundational stories	CR A10.2 View,	Existence).		Novels:
	teach us about life's	interpret, summarize,	CC A10.2 Explain and		Bite of the Mango
	challenges?	and draw conclusions	present to a familiar		A Long Way Gone
	How do our	about the ideas and	audience the key ideas		 Child of Dandelions
	perceptions of what is a	information presented in	and events (actual or		• Child of Dandellons
	challenge depend on	a	based on a text		
	our personal	variety of illustrations,	studied)		Websites:
	stories or experiences?	charts, graphs, and	through an		http://www.bostonglobe.com/news/bigpictu
	What qualities help us	television, film, and	appropriate		nttp://www.bostongione.com/news/bigpictu
	face challenges	video presentations	combination of charts,		
	successfully	including a documentary	diagrams, sound,		Audio (Vigual Dogovnaga
	What are some of the	or	models, drama, and		Audio/Visual Resources:
	challenges and	current affairs program.	print.		The Miracle Worker adaptation The Miracle Worker adaptat
	struggles that have	CR A10.3 Listen to,	CC A10.3 Use oral		JFK's "We Choose To Go To The Moon" See a sleep to Go To The Moon"
	shaped society?	interpret, summarize,	language to express a		Speech
	What are the important	and draw conclusions	range of information		
	decisions we will have	about the ideas and	and ideas in formal		
	to make in our lifetime?	information presented	(including a prepared		
		in a	talk		



					5
		variety of literary and	on a familiar topic, an		
		informational texts	oral presentation of a		
		including group	passage of prose or		
		discussions, oral	poetry, retelling a		
		readings, interviews,	narrative, or recounting		
		and prepared	an		
		talks about a topic	experience or event)		
		being studied.	and informal		
		CR A10.4 Read,	(discussion and group		
		interpret, and draw	work) situations.		
		conclusions about the	CC A10.4 Compose and		
		ideas, information,	create a variety of		
		concepts, and themes	written literary		
		presented in	(including a historical		
		a variety of literary	persona essay and a		
		(including poems,	review) and		
		plays, essays, short	informational (including		
		stories, novels) and	an observation [eye-		
		informational	witness] report and		
		(including magazines,	researched or technical		
		newspapers, and on-	report) texts attending		
		line information) texts.	to various elements of		
			discourse (e.g.,		
			purpose, speaker,		
			audience, form).		
		Possible Assessment	Possible Assessment	Possible Assessment	
		Evidence:	Evidence:	Evidence:	
		 Conferences 	 Creative Writing 	 Goal Setting 	
		 Listening Activity 	 A Report 	 Tracking 	
		 Viewing Activity 	 Conversations 	Progress	
		 Writing Responses 	 Presentations 	 Editing Peer/Self 	
		 Performance Tasks 	 Performance 	 Checklists 	
			Tasks		
November-January	Context: The	CR A10.1 Comprehend	CC A10.1 Compose and	AR A10.1 Establish	Anthologies:
•	Mysteries of Life	and respond to a	create a range of	and apply criteria to	Sightlines 10
		variety of visual, oral,	visual, multimedia,	evaluate own and	 Voices in the Hall
				others' work.	



Theme(s): The joys of mind, body, and spirit; mysteries of the human brain and imagination; mysteries of this world and beyond; the fantastic

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?

print, and multimedia texts that address:

• identity (e.g., Foundational Stories);

social

- responsibility (e.g., **Destiny** and Challenges
 of Life); and
 social action
 (agency) (e.g., Human
 Existence).
 CR A10.2 View,
 interpret, summarize,
 and draw conclusions
 about the ideas and
 information presented
 in a variety of
- interpret, summarize, and draw conclusions about the ideas and information presented illustrations, charts, graphs, and television, film, and video presentations including a documentary or current affairs program. 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

oral, and written texts that explore:

- identity (e.g., Foundational Stories);
- social responsibility (e.g.,
 Destiny and Challenges of Life); and
- social action (agency) (e.g., Human Existence). CC A10.2 Explain and present to a familiar audience the kev ideas and events (actual or based on a text studied) through an appropriate combination of charts, diagrams, sound, models, drama, and print. 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

AR A10.2 Set personal language learning goals and select strategies to enhance growth in language learning.

- Crossroads 10
- Ghost/Scary Stories
- Interface

Potential Short Stories, Poems, Essays, and/or authors:

- Edgar Allan Poe
- Ray Bradbury
- Agatha Christie
- Price Day "Four O'Clock"
- Alfred Tennyson "The Lady of Shalott"
- •

Audio/Visual Resources:

• War of the Worlds

Websites:

http://www.bostonglobe.com/news/bigpicture

Novels:

- Hunger Games
- Ender's Game
- Droughtlanders
- Independent novel study- prepared talk

Plays:

- The Monkey's Paw
- Dracula



<u> </u>			
talks about a topic	(discussion and group		
being studied.	work) situations.		
CR A10.4 Read,	CC A10.4 Compose and		
interpret, and draw	create a variety of		
conclusions about the	written literary		
ideas, information,	(including a historical		
concepts, and themes	persona essay and a		
presented in	review) and		
a variety of literary	informational		
(including poems,	(including an		
plays, essays, short	observation [eye-		
stories, novels) and	witness] report and		
informational	researched or		
(including magazines,	technical report) texts		
newspapers, and on-	attending		
line information) texts.	to various elements of		
	discourse (e.g.,		
	purpose, speaker,		
	audience, form).		
Possible Assessment	Possible Assessment	Possible Assessment	
Evidence:	Evidence:	Evidence:	
 Conferences 	 Creative Writing 	 Goal Setting 	
Listening Activity	 A Prepared Talk 	 Tracking 	
 Viewing Activity 	 A Review 	Progress	
Writing Responses	 Conversations 	 Editing Peer/Self 	
Performance Tasks	 Presentations 	 Checklists 	
 Conversations 	 Performance 		
Group Work	Tasks		
Comprehension			
Check-In			

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.