

English Language Arts A 30 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>Diverse and Dynamic Part 1 = Glories and Scandals - eight weeks</p>	<p>Why is it important for Canadians to recognize both the glorious and the scandalous aspects of Canadian life? How are glory and scandal defined and celebrated by Canadians? Why is acknowledgment of the scandalous difficult yet necessary? What is the basis of Canadian national pride? What is Canada's international image in the global community?</p> <p>Summary: Students begin with a goal setting sheet and conclude with a self-assessment.</p> <p>Students will explore a Canadian glory or scandal theme by reading and responding to nonfiction articles related to the issues. Students will create an infographic, create a school survey and create a second, improved</p>	<p>CR A 30.1 View, listen to, read, comprehend, and respond to a variety of grade-appropriate First Nations, Métis, Saskatchewan, and Canadian texts that address:</p> <ul style="list-style-type: none"> • identity (e.g., Define the Individual, Negotiate the Community) • social responsibility (e.g., Shift Centres, Blur Margins), and • social action (agency) (e.g., Understand Beliefs, Initiate Action). <p>CR A 30.2 View and evaluate critically information and ideas obtained from First Nations, Métis, Saskatchewan, and Canadian visual and multimedia texts including an advertisement, news broadcast, poster, and film.</p>	<p>CC A 30.1 Create a range of visual, multimedia, oral, and written texts that explore:</p> <ul style="list-style-type: none"> • identity (e.g., Define the Individual, Negotiate the Community) • social responsibility (e.g., Shift Centres, Blur Margins), and • social action (agency) (e.g., Understand Beliefs, Initiate Action). <p>CC A 30.2 Create and present visual and multimedia representations including using photographs to explain a range of contemporary course-related perspectives or landscapes.</p> <p>CC A 30.3 Present and express a range of ideas and information in formal (including a</p>	<p>AR A 30.1 Assess own work for precision, clarity, and artistry.</p> <p>AR A 30.2 Reflect on personal growth and successes in language learning and consider the role and importance of language learning when developing personal goals and plans as a self-directed, curious, self-appraising, and open-minded learner.</p>	<ul style="list-style-type: none"> - Internet – Canadian news websites, infographic examples, etc. - Infographic exemplars - Rubrics and checklists - Novel sets -

	<p>infographic; they will write their own narrative furthering their response to the issue. An indepth novel study combined with recorded discussions will expand the issue. Students will conclude their study with a literary criticism essay.</p>	<p>CR A 30.3 Listen to, comprehend, and develop coherent and plausible interpretations of grade-appropriate literary and informational texts created by First Nations, Métis, Saskatchewan, and Canadian speakers and authors from various communities.</p> <p>CR A 30.4 Read, demonstrate comprehension of, and apply knowledge from grade-appropriate informational (including editorials, reviews, and articles) and literary (including fiction, script, poetry, and non-fiction) texts from First Nations, Métis, Saskatchewan, and Canadian authors as a basis for understanding self and the multiplicity of voices and perspectives that make up Canadian culture.</p>	<p>panel presentation and a business or community meeting) and informal (including discussions and collaborative work) situations for differing audiences and purposes.</p> <p>CC A 30.4 Create a variety of informational (including an inquiry/research paper and an editorial) and literary (including a real or invented narrative and a literary criticism essay) texts that are appropriate to a variety of audiences and purposes including informing, persuading, and entertaining.</p>		
		Possible Assessment	Possible Assessment	Possible Assessment	

		<p>Evidence:</p> <ul style="list-style-type: none"> - infographics (rubric) - annotated bibliography (rubric) - literature groups (observation checklist) - fishbowls (rubric and checklist) - 	<p>Evidence:</p> <ul style="list-style-type: none"> - narrative (rubric and conferences) - annotated bibliography (rubric) - literature groups (observation checklist) - fishbowls (rubric and checklist) - essay (rubric) 	<p>Evidence:</p> <ul style="list-style-type: none"> - goal setting sheet (conferences) - self-assessment (conferences) 	
<p>Diverse and Dynamic Part 2 = Inquiry and research on Canadian issues – four weeks</p>	<p>How can we ensure that all perspectives and voices in Canada are seen, listened to, read, and celebrated? What perspectives have been dominant or privileged in Canada? Why? What perspectives have been and are marginalized? Why? Why is equitable representation of voices and all perspectives important for every Canadian and for Canada? How are the multicultural perspectives in Canada captured and represented by its artists and authors?</p> <p>– Students will begin with a goal setting sheet</p>	<p>CR A 30.1 View, listen to, read, comprehend, and respond to a variety of grade-appropriate First Nations, Métis, Saskatchewan, and Canadian texts that address:</p> <ul style="list-style-type: none"> • identity (e.g., Define the Individual, Negotiate the Community) • social responsibility (e.g., Shift Centres, Blur Margins), and • social action (agency) (e.g., Understand Beliefs, Initiate Action). <p>CR A 30.2 View and evaluate critically information and ideas obtained from First</p>	<p>CC A 30.1 Create a range of visual, multimedia, oral, and written texts that explore:</p> <ul style="list-style-type: none"> • identity (e.g., Define the Individual, Negotiate the Community) • social responsibility (e.g., Shift Centres, Blur Margins), and • social action (agency) (e.g., Understand Beliefs, Initiate Action). <p>CC A 30.2 Create and present visual and multimedia representations including using photographs to explain a range of contemporary</p>	<p>AR A 30.1 Assess own work for precision, clarity, and artistry.</p> <p>AR A 30.2 Reflect on personal growth and successes in language learning and consider the role and importance of language learning when developing personal goals and plans as a self-directed, curious, self-appraising, and open-minded learner.</p>	<p>Internet news sites, documentaries relevant to Canadian issues, newspapers and Canadian magazines.</p> <p>Local newspaper editors have come in to do workshops.</p>

	<p>and conclude with a self-assessment.</p> <p>Students will continue their exploration of perspectives themes with an inquiry unit. They will read editorials CR.4 and view news broadcasts CR.2 on the topic. Students will create a quotation cloud collected from their research CC.2. An inquiry report CC.4 will be written and presented in a community meeting CC.3. They will conclude by writing and submitting an editorial CC.4 to a local newspaper.</p>	<p>Nations, Métis, Saskatchewan, and Canadian visual and multimedia texts including an advertisement, news broadcast, poster, and film.</p> <p>CR A 30.3 Listen to, comprehend, and develop coherent and plausible interpretations of grade-appropriate literary and informational texts created by First Nations, Métis, Saskatchewan, and Canadian speakers and authors from various communities.</p> <p>CR A 30.4 Read, demonstrate comprehension of, and apply knowledge from grade-appropriate informational (including editorials, reviews, and articles) and literary (including fiction, script, poetry, and non-fiction) texts from First Nations, Métis, Saskatchewan, and Canadian authors as a basis for</p>	<p>course-related perspectives or landscapes.</p> <p>CC A 30.3 Present and express a range of ideas and information in formal (including a panel presentation and a business or community meeting) and informal (including discussions and collaborative work) situations for differing audiences and purposes.</p> <p>CC A 30.4 Create a variety of informational (including an inquiry/research paper and an editorial) and literary (including a real or invented narrative and a literary criticism essay) texts that are appropriate to a variety of audiences and purposes including informing, persuading, and entertaining.</p>		
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		understanding self and the multiplicity of voices and perspectives that make up Canadian culture.			
		Possible Assessment Evidence: - journals and notes, - class discussions, community meeting responses	Possible Assessment Evidence: - editorials, quotation clouds, community meeting, inquiry report	Possible Assessment Evidence: - goal setting charts and self-assessment conferences.	
Distinct and Rich Part 1 -about 3 weeks.	Where does the ultimate power reside in Canada—in the individual or in the society? What societal issues concern Canadians? How have societal issues changed over the course of our nationhood? How do Canadians balance the personal landscape with the societal landscape? How do we balance self-preservation with concern for others? Summary: - Students will complete a goal setting sheet before the unit and finish the unit with a self-assessment.	CR A 30.1 View, listen to, read, comprehend, and respond to a variety of grade-appropriate First Nations, Métis, Saskatchewan, and Canadian texts that address: • identity (e.g., Define the Individual, Negotiate the Community) • social responsibility (e.g., Shift Centres, Blur Margins), and • social action (agency) (e.g., Understand Beliefs, Initiate Action). CR A 30.2 View and	CC A 30.1 Create a range of visual, multimedia, oral, and written texts that explore: • identity (e.g., Define the Individual, Negotiate the Community) • social responsibility (e.g., Shift Centres, Blur Margins), and • social action (agency) (e.g., Understand Beliefs, Initiate Action). CC A 30.2 Create and present visual and multimedia representations including using photographs to explain	AR A 30.1 Assess own work for precision, clarity, and artistry. AR A 30.2 Reflect on personal growth and successes in language learning and consider the role and importance of language learning when developing personal goals and plans as a self-directed, curious, self-appraising, and open-minded learner.	Internet – looking for reviews on plays by Canadian authors (Globe and Mail, CBC, etc.) Play: Land Called Morning, Canadian play anthologies

	<p>– Students will explore the perspectives and voices being represented in a Canadian play by reading reviews, reading the script, viewing the play/movie if it's available, and collaboratively creating advertisements using photos.</p>	<p>evaluate critically information and ideas obtained from First Nations, Métis, Saskatchewan, and Canadian visual and multimedia texts including an advertisement, news broadcast, poster, and film.</p> <p>CR A 30.3 Listen to, comprehend, and develop coherent and plausible interpretations of grade-appropriate literary and informational texts created by First Nations, Métis, Saskatchewan, and Canadian speakers and authors from various communities.</p> <p>CR A 30.4 Read, demonstrate comprehension of, and apply knowledge from grade-appropriate informational (including editorials, reviews, and articles) and literary (including fiction, script, poetry, and non-fiction) texts</p>	<p>a range of contemporary course-related perspectives or landscapes.</p> <p>CC A 30.3 Present and express a range of ideas and information in formal (including a panel presentation and a business or community meeting) and informal (including discussions and collaborative work) situations for differing audiences and purposes.</p> <p>CC A 30.4 Create a variety of informational (including an inquiry/research paper and an editorial) and literary (including a real or invented narrative and a literary criticism essay) texts that are appropriate to a variety of audiences and purposes including informing, persuading, and entertaining.</p>		
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		from First Nations, Métis, Saskatchewan, and Canadian authors as a basis for understanding self and the multiplicity of voices and perspectives that make up Canadian culture.			
		Possible Assessment Evidence: <ul style="list-style-type: none">- journals and notes,- class discussions	Possible Assessment Evidence: <ul style="list-style-type: none">- reviews, posters, word clouds	Possible Assessment Evidence: <ul style="list-style-type: none">- goal setting charts and self-assessment conferences.	
Distinct and Rich Part 2 – about four weeks	How have Canada’s natural and constructed perspectives influenced Canadians? How have natural and constructed perspectives deeply influenced Canadian artists, speakers, and authors and their texts? How has your region’s landscape been represented in Canadian texts–visual, oral, print, and multimedia? Why is it important to have one’s physical–natural and constructed– perspectives/ landscape represented in the texts	CR A 30.1 View, listen to, read, comprehend, and respond to a variety of grade-appropriate First Nations, Métis, Saskatchewan, and Canadian texts that address: <ul style="list-style-type: none">• identity (e.g., Define the Individual, Negotiate the Community)• social responsibility (e.g., Shift Centres, Blur Margins), and• social action (agency) (e.g., Understand Beliefs, Initiate Action)	CC A 30.1 Create a range of visual, multimedia, oral, and written texts that explore: <ul style="list-style-type: none">• identity (e.g., Define the Individual, Negotiate the Community)• social responsibility (e.g., Shift Centres, Blur Margins), and• social action (agency) (e.g., Understand Beliefs, Initiate Action). CC A 30.2 Create and present visual and	AR A 30.1 Assess own work for precision, clarity, and artistry. AR A 30.2 Reflect on personal growth and successes in language learning and consider the role and importance of language learning when developing personal goals and plans as a self-directed, curious, self-appraising, and open-minded learner.	Internet, cameras, computer programs, anthologies, etc.

	<p>one encounters?</p> <p>Summary Students complete a goal setting sheet prior to the unit and a self-assessment afterwards. – Students will continue exploring perspectives and voices by taking in various Canadian works: audio and audio/visual clips, posters and advertisements, fiction/poetry/essays. Following each student will record analytical responses, discussions with a peer, and finally, present their findings in a panel presentation to their peers.</p>	<p>Initiate Action).</p> <p>CR A 30.2 View and evaluate critically information and ideas obtained from First Nations, Métis, Saskatchewan, and Canadian visual and multimedia texts including an advertisement, news broadcast, poster, and film.</p> <p>CR A 30.3 Listen to, comprehend, and develop coherent and plausible interpretations of grade-appropriate literary and informational texts created by First Nations, Métis, Saskatchewan, and Canadian speakers and authors from various communities.</p> <p>CR A 30.4 Read, demonstrate comprehension of, and apply knowledge from grade-appropriate informational (including editorials, reviews, and articles)</p>	<p>multimedia representations including using photographs to explain a range of contemporary course-related perspectives or landscapes.</p> <p>CC A 30.3 Present and express a range of ideas and information in formal (including a panel presentation and a business or community meeting) and informal (including discussions and collaborative work) situations for differing audiences and purposes.</p> <p>CC A 30.4 Create a variety of informational (including an inquiry/research paper and an editorial) and literary (including a real or invented narrative and a literary criticism essay) texts that are appropriate to a variety of audiences and purposes</p>		
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		and literary (including fiction, script, poetry, and non-fiction) texts from First Nations, Métis, Saskatchewan, and Canadian authors as a basis for understanding self and the multiplicity of voices and perspectives that make up Canadian culture.	including informing, persuading, and entertaining.		
		Possible Assessment Evidence: - discussions and panel presentation journals, notes, contributions.	Possible Assessment Evidence: - personal ad, poster, multimedia presentation	Possible Assessment Evidence: - goal setting charts and self-assessment conferences.	

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.