

**English Language Arts B 10 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
<b>Equity and Ethics</b>  Half of Semester	<b>Who and What is Right?</b> <ul style="list-style-type: none"> <li>- What are some of the factors that create inequalities?</li> <li>- How have inequalities shaped our world?</li> </ul> <b>Empowerment</b> <ul style="list-style-type: none"> <li>- Who decides what is right?</li> <li>- Why should we do the right thing?</li> <li>- How can I act on the right thing?</li> </ul> <b>Degrees of Responsibility</b> <ul style="list-style-type: none"> <li>- What is my role and responsibility in addressing inequalities?</li> </ul> <b>Rights &amp; Responsibilities</b> <ul style="list-style-type: none"> <li>- What is the relationship between rights</li> </ul>	<b>CR B10.1 Comprehend and respond to a variety of visual, oral, print, and multimedia texts that address:</b> <ul style="list-style-type: none"> <li>• <b>identity (e.g., Diversity of Being);</b></li> <li>• <b>social responsibility (e.g., Degrees of Responsibility); and</b></li> <li>• <b>social action (agency) (e.g., Justice and Fairness).</b></li> </ul> <b>CR B10.2 View, interpret, and report on ideas and information from more than one source to develop and support positions on various topics related to the course including identity, social responsibility, and personal agency.</b> <b>CR B10.3 Listen to, comprehend, interpret, and summarize information and ideas presented in a variety</b>	<b>CC B10.1 Compose and create a range of visual, multimedia, oral, and written texts to explore:</b> <ul style="list-style-type: none"> <li>• <b>identity (e.g., Diversity of Being);</b></li> <li>• <b>social responsibility (e.g., Degrees of Responsibility); and</b></li> <li>• <b>social action (agency) (e.g., Justice and Fairness).</b></li> </ul> <b>CC B10.2 Create and present a visual or multimedia presentation supporting a prepared talk on a researched issue, using either digital or other presentation tools.</b> <b>CC B10.3 Use oral language to express a range of information and ideas in formal (including a prepared talk on a researched issue, an interview, an oral reading of prose or</b>	<b>AR B10.1 Establish and apply criteria to evaluate own and others' work.</b> <b>AR B10.2 Set personal language learning goals and select strategies to enhance growth in language learning.</b>	<b>Who and What is Right?</b> Novel - Of Mice and Men by John Steinbeck Graphic Novel - Pride of Baghdad Novel - Thunder over Kandahar  <b>Empowerment</b> Essay - Rosa Parks Heroism Still Inspires (Crossroads); I have a Dream (Crossroads & Sightlines) Short Stories – So What Are You Anyway by Lawrence Hill (Interface V1.2); Borders by Thomas King (Sightlines) Poetry - Songs on empowerment; “Still I Rise” and “Caged Bird” by Maya Angelou; “Ambition” by Des Walsh (Sightlines); “Nonconformist” by Angela Shelf Medearis (Sightlines); “You Begin” by Margaret Atwood (Sightlines); “Dreams” by Langston Hughes (Sightlines)

	<p>and responsibilities?</p> <p><b>Justice and Fairness</b> How does one become an ethical person?</p>	<p><b>of literary and informational texts including group discussion, oral readings, interviews, prepared talks, and a talkback show about a topic or issue being studied.</b></p> <p><b>CR B10.4 Read, interpret, and summarize a wide variety of classical and contemporary literary (including drama, biography, autobiography, poetry, short stories, novels) and informational (including letters, diaries, memoranda, electronic communications) texts.</b></p>	<p><b>poetry, and an explanation and defence of a personal point of view) and informal (including discussion and group work) situations.</b></p> <p><b>CC B10.4</b> Create a variety of written informational <b>(including a business letter, biographical profile, problem-solution essay) and literary (including fictionalized journal entries and a short script) communications.</b></p>		<p><b>Degrees of Responsibility</b> Essay – An open Heart (Crossroads) Short Story – Lather and Nothing Else (Sightlines) Newspaper articles and Facebook posts on helping strangers</p> <p><b>Rights and Responsibilities &amp; Justice and Fairness</b> Shakespeare Retold Series: Macbeth (ROVER) Play – Macbeth</p>
		<p>Possible Assessment Evidence:</p> <ul style="list-style-type: none"> <li>- CRB10.1 Responding to narrative literature</li> <li>- CRB10.2 Report on several social media and news articles</li> <li>- CR10.3 Listen,</li> </ul>	<p>Possible Assessment Evidence:</p> <ul style="list-style-type: none"> <li>- CCB10.4 Fictionalized journal entry (Bunkhouse man describing Lennie and George in his journal)</li> <li>- CCB10.4 Business letter (George to</li> </ul>	<p>Possible Assessment Evidence:</p> <ul style="list-style-type: none"> <li>- ARB10.2 Set comprehension goals – listening &amp; reading script and graphic novel (modern English) and film</li> </ul>	

		comprehend, interpret and summarize	<p>previous employer regarding next work placement)</p> <ul style="list-style-type: none"> <li>- CCB10.3 Talk on song lyric/poem + recital</li> <li>- CCB10.1 Create a meme with selfie and quote on self-empowerment</li> <li>- CCB10.4 Problem-Solution essay</li> <li>- CCB10.3 Explanation and defense of a personal point of view</li> <li>- CCB10.3 Oral reading of prose</li> <li>- CCB10.4 Script scene of student version of Macbeth</li> </ul>		
<p><b>The World Around and Within Us</b></p> <p>Second half of semester</p>	<p><b>Perspectives &amp; Diversity of Being</b></p> <ul style="list-style-type: none"> <li>- What are our relationships and responsibilities to the communities and environments of which we are a part?</li> <li>- How are we related to and responsible for</li> </ul>	<p><b>CR B10.1</b> Comprehend and respond to a variety of visual, oral, print, and multimedia texts that address:</p> <ul style="list-style-type: none"> <li>• identity (e.g., Diversity of Being);</li> <li>• social responsibility (e.g., Degrees of Responsibility); and</li> <li>• social action (agency) (e.g., Justice and Fairness).</li> </ul>	<p><b>CC B10.1</b> Compose and create a range of visual, multimedia, oral, and written texts to explore:</p> <ul style="list-style-type: none"> <li>• identity (e.g., Diversity of Being);</li> <li>• social responsibility (e.g., Degrees of Responsibility); and</li> <li>• social action (agency) (e.g., Justice and Fairness).</li> </ul>	<p><b>AR B10.1 Establish and apply criteria to evaluate own and others' work.</b></p> <p><b>AR B10.2</b> Set personal language learning goals and select strategies to enhance growth in language learning.</p>	<p>Short Stories: Cree Peonies (Crossroads); Seven Wonders (Crossroads); Remembrance (Crossroads) Check Interface 2.1/2.2 Bio – Jane Goodall and The Chimps (Crossroads)</p>

	<p>natural and constructed environments? For technology?</p> <ul style="list-style-type: none"> <li>- Why is it important to be in touch with the world?</li> </ul> <p><b>The Natural and the Constructed Worlds</b></p> <ul style="list-style-type: none"> <li>- The world is a difficult text: how can we read it and respond to it critically?</li> </ul> <p><b>Individuals and Communities &amp; Stewardship</b></p> <ul style="list-style-type: none"> <li>- How can I have a positive influence upon my world?</li> <li>- How must we show respect and care for the community of life?</li> </ul>	<p><b>CR B10.2</b> View, interpret, and report on ideas and information from more than one source to develop and support positions on various topics related to the course including identity, social responsibility, and personal agency.</p> <p><b>CR B10.3</b> Listen to, comprehend, interpret, and summarize information and ideas presented in a variety of literary and informational texts including group discussion, oral readings, interviews, prepared talks, and a talkback show about a topic or issue being studied.</p> <p><b>CR B10.4</b> Read, interpret, and summarize a wide variety of classical and contemporary literary (including drama, biography, autobiography, poetry, short stories, novels) and informational (including letters,</p>	<p><b>CC B10.2</b> Create and present a visual or multimedia presentation supporting a prepared talk on a researched issue, using either digital or other presentation tools.</p> <p><b>CC B10.3</b> Use oral language to express a range of information and ideas in formal (including a prepared talk on a researched issue, an interview, an oral reading of prose or poetry, and an explanation and defence of a personal point of view) and informal (including discussion and group work) situations.</p> <p><b>CC B10.4</b> Create a variety of written informational (including a business letter, biographical profile, problem-solution essay) and literary (including fictionalized journal entries and a short script)</p>		
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		<b>diaries, memoranda, electronic communications) texts.</b>	communications.		
		Possible Assessment Evidence: - CRB10.4 Read biographies	Possible Assessment Evidence: - CCB10.4 Biographical Profile on someone who is "in touch with the world" - CCB10.2 Photo Essay - CCB10.3 Prepared talk on researched issue	Possible Assessment Evidence: - ARB10.1 Establish criteria for photo essay and prepared talk	

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.