

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
Equity and Ethics Half of Semester	Who and What is Right? <ul style="list-style-type: none"> - What are some of the factors that create inequalities? - How have inequalities shaped our world? Empowerment <ul style="list-style-type: none"> - Who decides what is right? - Why should we do the right thing? - How can I act on the right thing? Degrees of Responsibility <ul style="list-style-type: none"> - What is my role and responsibility in addressing inequalities? Rights & Responsibilities <ul style="list-style-type: none"> - What is the relationship between rights 	CR B10.1 Comprehend and respond to a variety of visual, oral, print, and multimedia texts that address: <ul style="list-style-type: none"> • identity (e.g., Diversity of Being); • social responsibility (e.g., Degrees of Responsibility); and • social action (agency) (e.g., Justice and Fairness). 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. CR B10.3 Listen to, comprehend, interpret, and summarize information and ideas presented in a variety	CC B10.1 Compose and create a range of visual, multimedia, oral, and written texts to explore: <ul style="list-style-type: none"> • identity (e.g., Diversity of Being); • social responsibility (e.g., Degrees of Responsibility); and • social action (agency) (e.g., Justice and Fairness). 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. 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	AR B10.1 Establish and apply criteria to evaluate own and others' work. AR B10.2 Set personal language learning goals and select strategies to enhance growth in language learning.	Who and What is Right? <ul style="list-style-type: none"> Novel - Of Mice and Men by John Steinbeck Graphic Novel - Pride of Baghdad Novel - Thunder over Kandahar Empowerment <ul style="list-style-type: none"> 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>Justice and Fairness How does one become an ethical person?</p>	<p>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>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.</p>	<p>poetry, and an explanation and defence of a personal point of view) and informal (including discussion and group work) situations.</p> <p>CC B10.4 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) communications.</p>		<p>Degrees of Responsibility Essay – An open Heart (Crossroads) Short Story – Lather and Nothing Else (Sightlines) Newspaper articles and Facebook posts on helping strangers</p> <p>Rights and Responsibilities & Justice and Fairness Shakespeare Retold Series: Macbeth (ROVER) Play – Macbeth</p>
		<p>Possible Assessment Evidence:</p> <ul style="list-style-type: none"> - CRB10.1 Responding to narrative literature - CRB10.2 Report on several social media and news articles - CR10.3 Listen, 	<p>Possible Assessment Evidence:</p> <ul style="list-style-type: none"> - CCB10.4 Fictionalized journal entry (Bunkhouse man describing Lennie and George in his journal) - CCB10.4 Business letter (George to 	<p>Possible Assessment Evidence:</p> <ul style="list-style-type: none"> - ARB10.2 Set comprehension goals – listening & reading script and graphic novel (modern English) and film 	

		comprehend, interpret and summarize	previous employer regarding next work placement) - CCB10.3 Talk on song lyric/poem + recital - CCB10.1 Create a meme with selfie and quote on self-empowerment - CCB10.4 Problem-Solution essay - CCB10.3 Explanation and defense of a personal point of view - CCB10.3 Oral reading of prose - CCB10.4 Script scene of student version of Macbeth		
The World Around and Within Us Second half of semester	Perspectives & Diversity of Being - What are our relationships and responsibilities to the communities and environments of which we are a part? - How are we related to and responsible for	CR B10.1 Comprehend and respond to a variety of visual, oral, print, and multimedia texts that address: • identity (e.g., Diversity of Being); • social responsibility (e.g., Degrees of Responsibility); and • social action (agency) (e.g., Justice and Fairness).	CC B10.1 Compose and create a range of visual, multimedia, oral, and written texts to explore: • identity (e.g., Diversity of Being); • social responsibility (e.g., Degrees of Responsibility); and • social action (agency) (e.g., Justice and Fairness).	AR B10.1 Establish and apply criteria to evaluate own and others' work. AR B10.2 Set personal language learning goals and select strategies to enhance growth in language learning.	Short Stories: Cree Peonies (Crossroads); Seven Wonders (Crossroads); Remembrance (Crossroads) Check Interface 2.1/2.2 Bio – Jane Goodall and The Chimps (Crossroads)

	<p>natural and constructed environments? For technology?</p> <ul style="list-style-type: none"> - Why is it important to be in touch with the world? <p>The Natural and the Constructed Worlds</p> <ul style="list-style-type: none"> - The world is a difficult text: how can we read it and respond to it critically? <p>Individuals and Communities & Stewardship</p> <ul style="list-style-type: none"> - How can I have a positive influence upon my world? - How must we show respect and care for the community of life? 	<p>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.</p> <p>CR B10.3 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>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,</p>	<p>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.</p> <p>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 poetry, and an explanation and defence of a personal point of view) and informal (including discussion and group work) situations.</p> <p>CC B10.4 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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		diaries, memoranda, electronic communications) texts.	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.