

English Language Arts B 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
Approx. 8 weeks	<p>Unit 1: The Search for Self <i>Sense of Self</i></p> <ul style="list-style-type: none"> Who and what are we? What does it mean to be a human being? What is human nature? Do we see ourselves the same way that others see us? How does being the member of a particular group affect our identity and sense of self? What is our purpose for being? <p><i>Ideals</i></p> <ul style="list-style-type: none"> Are there universal ideals for which we all strive? How ought human beings to behave? Is desirable behaviour the same in all cultures? In all communities? What is admirable? What is not so admirable? Does everyone agree? Why do our actions sometimes fall short of our ideals? <p><i>Joy and Inspiration</i></p> <ul style="list-style-type: none"> What brings us joy and inspiration in life? What do optimistic and pessimistic mean? How do they apply to one's view of life? What is the "good life"? Is it the same for everyone? What is a happy life? What is the meaning and nature of happiness? Does happiness mean different things to different people? How might we achieve happiness in life? How might we find personal fulfillment? <p><i>Doubt and Fear</i></p> <ul style="list-style-type: none"> What doubts and fears do we have? 	<p>CR B 30.1 View, listen to, read, comprehend, and respond to a variety of grade-appropriate international, including indigenous, texts that address:</p> <ul style="list-style-type: none"> identity (e.g., Sense of Self) social responsibility (e.g., Social Criticism), and social action (agency) (e.g., Addressing the Issues). <p>CR B 30.2 View, comprehend, and evaluate critically a variety of visual and multimedia texts by international, including indigenous, artists and authors from various cultural communities, and identify how the texts address beliefs, values, and power.</p> <p>CR B 30.3 Listen to and comprehend grade-appropriate informational and literary texts created by international, including indigenous, speakers and authors, and analyze the perspectives, biases, beliefs, values, identities, and power presented in each text.</p>	<p>CC B 30.1 Create a range of visual, multimedia, oral, and written texts that explore:</p> <ul style="list-style-type: none"> identity (e.g., Sense of Self) social responsibility (e.g., Social Criticism), and social action (agency) (e.g., Addressing the Issues). <p>CC B 30.2 Create a visual or multimedia presentation that suits the topic, purpose, and audience; teaches others about a global social issue; and persuades them to act on the issue in a responsible manner.</p> <p>CC B 30.3 Create and defend an informed critical response to a global issue in formal (including a workshop presentation, a debate, and an oral reading of poetry or a prose passage related to the issue) and informal (including discussion and collaborative group work) situations.</p>	<p>AR B 30.1 Assess own and others' work for precision, clarity, and artistry.</p> <p>AR B 30.2 Reflect on and assess understanding of self as a self-directed, self-appraising, and strategic learner.</p>	<p><i>Swallows of Kabul</i> novel <i>Luna</i> novel</p> <p><i>Night</i> non-fiction <i>Hamlet</i> play</p> <p>"The Pardoners Tale" poem "Beowulf" poem "Porphyria's Lover" poem "My Last Duchess" poem</p> <p>"What Men Live By" short story "The Cask of Amontillado" short story "Occurrence at Owl Creek Bridge" short story "Marriage is a Private Affair" short story "The Necklace" short story</p>

	<ul style="list-style-type: none"> • What special challenges do doubts and fears bring to an individual? What are ways of overcoming doubts and fears? How can having doubts and fears be an advantage? • How do people react to tragedy or loss in their lives? What strategies do people use to deal with tragedy and loss? How do people respond to or deal with despair? What are people’s sources of strength? How can strength and healing arise out of tragedy and loss? • Is it natural to feel anger and hatred sometimes? Why? How do we navigate and deal with those emotions? 	<p>CR B 30.4 Read and demonstrate comprehension of a range of contemporary and classical grade-appropriate informational (including position papers, magazine and newspaper articles, and electronic communications) and literary (including drama, novels, poetry, short stories, essays, biographies, and autobiographies) texts from various international, including indigenous, cultures and analyze the philosophical, ethical, and social influences that have shaped information, issues, characters, plots, and themes.</p> <p>Possible Assessment Evidence:</p> <ul style="list-style-type: none"> • conferences • exit slip • listening activities • viewing activities • small and large group discussions • double-entry journal 	<p>CC B 30.4 Compose and create narrative, descriptive, expository, and persuasive writings that include a position paper, a comparative essay, a letter of inquiry, a critique of an author’s style, and a short story or essay that uses parody, satire, and/or irony.</p> <p>Possible Assessment Evidence:</p> <ul style="list-style-type: none"> • small and large group discussions • conferences • comparative essay • critique of an author’s style 	<p>Possible Assessment Evidence:</p> <ul style="list-style-type: none"> • goal setting sheets • conferences 	
<p>Approx. 8 weeks</p>	<p>Unit 2: The Social Experience</p> <p><i>Dealing With Universal Issues</i></p> <ul style="list-style-type: none"> • What is “truth” and what is “justice”? • How do we define “truth”? What are important truths in life? How do we find truth? • How do we tell right from wrong? What challenges result from varying views of “right” and “wrong”? What are the rights of all? • How do we define “justice”? Why is justice often hard to achieve? Is 	<p>CR B 30.1 View, listen to, read, comprehend, and respond to a variety of grade-appropriate international, including indigenous, texts that address:</p> <ul style="list-style-type: none"> ○ identity (e.g., Sense of Self) ○ social responsibility (e.g., Social Criticism), and 	<p>CC B 30.1 Create a range of visual, multimedia, oral, and written texts that explore:</p> <ul style="list-style-type: none"> ○ identity (e.g., Sense of Self) ○ social responsibility (e.g., Social Criticism), and ○ social action (agency) (e.g., Addressing the Issues). 	<p>AR B 30.1 Assess own and others' work for precision, clarity, and artistry.</p> <p>AR B 30.2 Reflect on and assess understanding of self as a self-directed, self-appraising, and strategic learner.</p>	<p><i>The Catcher in the Rye</i> novel <i>A Thousand Splendid Suns</i> novel <i>Lord of the Flies</i> novel <i>The Glass Castle</i> novel</p> <p><i>Othello</i> play <i>The Importance of Being Earnest</i> play</p> <p>“A Modest Proposal” essay “Why I Want a Wife” essay “Ozymandias” poem “Do Not Go Gentle Into that Good Night” poem</p> <p>“I Have a Dream” speech listening</p> <p><i>The King’ Speech</i> – video</p>

	<p>justice fair? Infallible? Why does justice sometimes “sting”? How do we remedy injustice? Are there situations in which it is more just to treat people differently than to treat them the same?</p> <p>Ambition, Power, and the Common Good</p> <ul style="list-style-type: none"> • What is the nature of ambition and power? • What gives a person status? Is status achieved the same way in all societies? Within a society? Why is status important? • How do ambition and power drive us? How do they challenge us? How do individuals acquire real and perceived power? How do people enact power? How are power and privilege aligned? How does lack of power or imbalance in power affect individuals, groups, and societies? • What is meant by “the common good”? Who decides what the common good is? Is the common good best for every individual in a society? How do we attend to the common good while respecting individual goals and values? <p>Social Criticism</p> <ul style="list-style-type: none"> • What is social criticism? • What is the purpose of social criticism? • What is conformity? What is resistance? What is meant by “the status quo”? What is rebellion? Do different people define these differently? How are conformity, resistance, and rebellion manifested differently in different societies? 	<ul style="list-style-type: none"> ○ social action (agency) (e.g., Addressing the Issues). <p>CR B 30.2 View, comprehend, and evaluate critically a variety of visual and multimedia texts by international, including indigenous, artists and authors from various cultural communities, and identify how the texts address beliefs, values, and power.</p> <p>CR B 30.3 Listen to and comprehend grade-appropriate informational and literary texts created by international, including indigenous, speakers and authors, and analyze the perspectives, biases, beliefs, values, identities, and power presented in each text.</p> <p>CR B 30.4 Read and demonstrate comprehension of a range of contemporary and classical grade-appropriate informational (including position papers, magazine and newspaper articles, and electronic communications) and literary (including drama, novels, poetry, short stories, essays, biographies, and autobiographies) texts from various international, including indigenous,</p>	<p>CC B 30.2 Create a visual or multimedia presentation that suits the topic, purpose, and audience; teaches others about a global social issue; and persuades them to act on the issue in a responsible manner.</p> <p>CC B 30.3 Create and defend an informed critical response to a global issue in formal (including a workshop presentation, a debate, and an oral reading of poetry or a prose passage related to the issue) and informal (including discussion and collaborative group work) situations.</p> <p>CC B 30.4 Compose and create narrative, descriptive, expository, and persuasive writings that include a position paper, a comparative essay, a letter of inquiry, a critique of an author’s style, and a short story or essay that uses parody, satire, and/or irony.</p>		<p>Forrest Gump movie</p> <p>https://www.visualnews.com/2011/03/01/drawing-on-world-issues-illustrations-that-make-you-think/</p> <p>Editorial cartoons</p>
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	<ul style="list-style-type: none"> Why do some individuals or groups challenge the system while others abide by it? What is political protest? How do societies treat resistance? Is resistance risky? Why or why not? <p>Addressing the Issues</p> <ul style="list-style-type: none"> How can we make the world a better place? Do all people tackle causes in their lifetimes? Why or why not? What causes might your generation undertake? What do people do when faced with a decision between advancing a cause and doing what they believe is right? Are there situations in which individuals might challenge authority? What are some responsible ways of challenging authority? 	<p>cultures and analyze the philosophical, ethical, and social influences that have shaped information, issues, characters, plots, and themes.</p> <p>Possible Assessment Evidence:</p> <ul style="list-style-type: none"> conferences exit slip listening activities viewing activities small and large group discussions double-entry journal 	<p>Possible Assessment Evidence:</p> <ul style="list-style-type: none"> small and large group discussions conferences workshop presentation debate oral reading position paper letter of inquiry parody 	<p>Possible Assessment Evidence:</p> <ul style="list-style-type: none"> goal setting sheets conferences 	
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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.