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| **UNIT ONE** | **UNIT TWO** |
| **The Challenges of Life**  **Themes**   * Explaining the World Through our Foundational Stories * Destiny and Challenges of Life * Human Existence * Decisions | **The Mysteries of Life**  **Themes**   * The Joys of Mind, Body and Spirit * The Mysteries of the Human Brain and Imagination * Mysteries of this World and Beyond * The Fantastic |
| **Questions for Deeper Understanding**   * What do foundational stories teach us about life’s challenges? How do foundational stories equip us for life? * How do our perceptions of what is a challenge depend on our personal stories or experiences? * What qualities help us face challenges successfully? What are the benefits of challenge? * What are some of the challenges and struggles that have shaped society? How have those challenges/struggles shaped society? * What are the important decisions we will have to make in our lifetime * What are the consequences of making informed and uninformed decisions? | **Questions for Deeper Understanding**   * Of what is the human brain capable? How is technology changing the human brain? How can the human brain reach its potential? * What role does memory play in shaping a person? * How do our imaginations carry us far beyond the borders of the everyday world? Why is the imagination valuable in our personal lives, in society, and in the workplace? How might making connections expand our imagination and creativity? * Is there a master plan or are we masters of the plan? * How do fantasy and science fiction prepare us to handle the challenges that tomorrow will bring? |

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| MUST DO WRITING/REPRESENTING | MUST DO READING | POPULAR READING CHOICES |
| * Groupwork * Prepared Talk on a Familiar Topic * Oral Reading of Prose or Poetry * Retelling of a Narrative or Recounting an Experience or Event * Observation Report/EyeWitness Account * Inquiry, Research, or Technical Report * Historical Persona Essay * A Review * Visual or Multimedia Presentation explaining Key Ideas and Events (actual or based on text studied) through an Appropriate Combination of Charts, Diagrams, Pictures, Sounds, Models, Drama, and Print * Can Experiment With – Memorandum, Legend, Poetry | **Literary**   * Short Stories (3 TGS, 2IS) * Essays (3 TGS, 2IS) * Poems (5 TGS, 5 IS) * Plays (1TGS, 1 IS) * Full-Length Nonfiction and Novel (1TGS, 1IS) * Other media and oral texts   **Informational**   * Posters * Brochures * Magazine & Newspaper Articles * Podcasts and Websites * Public Service Announcements and Social Commentaries * Documentaries, Television, Radio News, Broadcasts * Other Media and Oral Texts | **Short Stories**   * The Veldt * The Monkey's Paw * Ghost Stories * The Serpent Slayer (graphic story) * A Loving Father (graphic story) * Shape Shifters * The Tell-Tale Heart * After the Sirens * Boys at War * The Puzzle of War * The Feeling of Power * The Sniper * Gentlemen, Your Verdict * Goalie * The Death Trap * The Legend of Old Wives Lake   **Novels**   * Megiddo's Shadow * Fahrenheit 451 * The Hunger Games * Dracula * Adrift: 76 Days Lost at Sea * Ender’s Game * The Chrysalids   **Plays**   * Led Astray * The Miracle Worker * Dracula * The War of the Worlds – radio script * Billy Bishop Goes to War * The Monkey’s Paw   **Poetry**   * The Raven * Lady of Shallot * Dulce et Decorum Est. * Five Ways to Kil a Man * Live Lines Poetry Book * Heroes (lyrics) * Hall of Fame (lyrics) * David * The Road Not Taken * Courage * Ex-Basketball Player * Tell All the Truth but Tell it Slant * The Listeners * The Legend of the Qu’Appelle Valley * Loneliness * Rider at the Gate   **Non-Fiction/ Informational**   * I Have a Dream * The Great Escape * Rosa Parks * Soul Surfer * Walk to Morning * The Fat Shaming Epidemic * My Left Foot * The Only Wheel Chair in Town * Wounded Knee Remembered * The Buried Treasure of Oak Island * The Hunter from 2000 BC * Serial (podcast) * To This Day - Shane Koyczan (Ted Talk) |
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| COMPREHEND & RESPOND | |
| OUTCOME | **I CAN STATEMENTS** |
| CRA10.1  Comprehend and respond to a variety of visual, oral, print, and multimedia texts that address course themes. | * I can show that I understand different visual (see), oral (hear), print (read), multimedia texts (addressing identity, social responsibility, social action). * I can respond to different visual (see), oral (hear), print (read), multimedia texts (addressing identity, social responsibility, social action). |
| CRA10.2  View, interpret, summarize, and draw conclusions about the ideas and information presented in a variety of illustrations, charts, graphs, and television, film, and video presentations including a documentary or current affairs program. | * I can view information from more than one source. * I can interpret this information. I can report on ideas presented from more than one source. * I can provide evidence to support various positions (opinions). |
| CRA10.3  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, about a topic or issue being studied. | * I can listen to information and ideas from more than one source (such as group discussion, oral readings, interviews, prepared talks, about a topic or issue being studied.) * I can interpret this information. * I can summarize these ideas. |
| CRA10.4  Read, interpret, and draw conclusions about the ideas, information, concepts, and themes presented in a variety of literary (including poems, plays, essays, short stories, novels) and informational (including magazines, newspapers, and on-line information) texts. | * I can read information and ideas from both classical and modern literary texts (including drama, biography, autobiography, poetry, short stories, novels). * I can interpret this information. * I can summarize these ideas. |

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| COMPOSE & CREATE | |
| OUTCOME | **I CAN STATEMENTS** |
| CC A10.1  Compose and create a range of visual, multimedia, oral, and written texts to explore course themes. | * I can compose a variety of visual, multimedia, oral, and written texts to explore identity, social responsibility and social action. * I create a variety of visual, multimedia, oral, and written texts to explore identity, social responsibility and social action. |
| CC A10.2  Explain and present to a familiar audience the key ideas and events (actual or based on a text studied) through an appropriate combination of charts, diagrams, sound, models, drama, and print. | * I can create a visual or multimedia presentation supporting a prepared talk on a researched issue, using either digital or other presentation tools. * I can present a visual or multimedia presentation supporting a prepared talk on a researched topic, using either digital or other presentation tools. |
| 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 (discussion and group work) situations. | * I can use oral language in both formal and informal situations to express ideas and information. * I can prepare and present a talk on a familiar topic. * I can prepare and present an interview. * I can prepare and present an oral reading of prose or poetry. * I can explain and defend a personal point of view. * I can participate in class and group discussion. |
| CC A10.4  Compose and create a variety of written literary (including a historical persona essay and a review) and informational (including an observation [eyewitness] report and researched or technical report) texts attending to various elements of discourse (e.g., purpose, speaker, audience, form). | * I can create a variety of informational communications in written form.   *I can create a researched or technical report.*  *I can create an eyewitness report.*   * I can create a variety of literary communications in written form.   *I can create an historical persona essay.*  *I can create a review.* |
| ASSESS & REFLECT | |
| OUTCOME | **I CAN STATEMENTS** |
| AR A10.1  Establish and apply criteria to evaluate own and others’ work. | * I can establish criteria to evaluate my own and others’ work. * I can apply these criteria when evaluating my own and others’ work. |
| AR A10.2  Set personal language learning goals and select strategies to enhance growth in language learning. | * I can set personal learning goals to improve language learning. * I can select strategies to improve language learning. |