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| **UNIT ONE** | **UNIT TWO** |
| Equity and Ethics   * Who and What is Right? * Empowerment * Degrees of Responsibility * Rights and Responsibilities * Justice and Fairness | The World Around and Within Us   * Perspectives * Diversity of Being * The Natural and the Constructed Worlds * Individuals and Communities; Stewardship |
| **Questions for Deeper Understanding**   * What are some of the factors that create inequalities? * How have inequalities shaped our world? * What is my role and responsibility in addressing inequalities? * What is the relationship between rights and responsibilities? * Who decides what is right? Why should we do the right thing? How can I act on the right thing? * How does one become an ethical person? | **Questions for Deeper Understanding**   * 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 natural and constructed environments? For technology? * Why is it important to be in touch with the world? * The world is a difficult text: how can we read it and respond to it critically? How can I have a positive influence upon my world? * How must we show respect and care for the community of life? |

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| MUST DO WRITING/REPRESENTING | MUST DO READING | POPULAR READING CHOICES |
| * Biographical Profile * Problem-Solution Essay * Business Letter * Fictionalized Journal Entries * Short Script * Visual or Multi-Media Presentation supporting a researched talk * Group Work * Prepared Talk on Researched Issue * Oral Reading of prose or poetry * Explanation and Defense of Personal Point of View * Experiment with: Letter of Complaint, Obituary, Brochure | **Literary**   * Short Stories (3 TGS, 2IS) * Essays (3 TGS, 2IS) * Poems (5 TGS, 5 IS) * Plays (1TGS - Macbeth or Merchant of Venice, 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**   * Button, Button by Richard Matheson * Panache by W.P. Kinsella * The Wars * After You, My Dear Alphonse – Jackson * So, What Are You, Anyway? - Hill * The Hockey Game – Fine Day * Riding with Rosa * Pencil Crayons * The Possibility of Evil * The Shoemaker   **Novels**   * The Absolutely True Diary of a Part-Time Indian * The Storyteller * Of Mice and Men * The Boy in the Striped Pajamas * The Bite of the Mango * The Hunger Games: Catching Fire   **Plays**   * Macbeth * Merchant of Venice * A Storm in Summer – Serling * The Diary of Anne Frank   **Poetry**   * To This Day * First They Came * Child in a Prison Camp * The Forecast (Unit 2) * The Six Blind Men of Hindustan – Saxe * Indian Children Speak – Bell * The Old Man's Lazy – Blue Cloud * Night School – Margaret * Jamie – Brewster * He Sits Down on the Floor of a School for the Retarded – Nowlan * Non-Comformist * What Colour is Love * When I Heard the Learn’d Astronomer * What I’ve Learned About This Country and the Spirits Withing * When I First Came to the City * A Letter to the Media * If You’re Strong Hearted   **Non-Fiction/ Informational**   * Dear Birth Mother, Please Hit Reply * What do I Remember of the Evacuation * Who Cares? - Green * Steven's Story – Trent * Day Work – Comer * Ancestors: The Genetic Source – Suzuki * A Final Dance on Racisms Grave – Suzuki * A Open Heart * I Ain’t Sitting Beside Her * Colour Coding Gets Under the Skin * We Must Have Dreams * Where the Wild Things Are |
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| COMPREHEND & RESPOND | |
| OUTCOME | **I CAN STATEMENTS** |
| CRB10.1  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). |
| CRB10.2  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. | * 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). |
| CR10.3  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 talk-back show 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, and a talk-back show about a topic or issue being studied.) * I can interpret this information. * I can summarize these ideas. |
| CR10.4  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. | * 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 B10.1  Compose and create a range of visual, multimedia, oral, and written texts to explore: | * 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 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. | * 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 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 poetry, and an explanation and defence of a personal point of view) and informal (including 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 researched issue. * 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 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. | * I can create a variety of informational communications in written form.   *I can create a letter of complaint and a business letter.*  *I can create a biographical profile.*  *I can create a problem-solution essay.*   * I can create a variety of literary communications in written form.   *I can create a fictionalized journal entry.*  *I can create a short script.* |
| ASSESS & REFLECT | |
| OUTCOME | **I CAN STATEMENTS** |
| AR B10.1  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 B10.2  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. |