|  |  |
| --- | --- |
| **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?
 |

|  |  |  |
| --- | --- | --- |
| 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
 |
|
|
|
|
|
|
|
|
|
|
|
|

|  |
| --- |
| COMPREHEND & RESPOND |
| OUTCOME | **I CAN STATEMENTS** |
| CRB10.1Comprehend 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).
 |
| CRB10.2View, 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).
 |
| CR10.3Listen 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.
 |
| CR10.4Read, 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.
 |

|  |
| --- |
|  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.
 |