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| **UNIT ONE** | **UNIT TWO** |
| **Starting Out – Beginning and Becoming**  **Themes:**   * The Past and the Present * Triumphs and Trials * Discover and Disillusionment * Relationships with Family and Others * Celebrations and Rites of Passage | **Moving Forward – Establishing and Realizing**  **Themes:**   * Turning Points and Transitions * Evolving Roles and Responsibilities * Opportunities and Obstacles * Risks and Rewards * Beliefs and Goals |
| **Questions for Deeper Understanding:** | **Questions for Deeper Understanding:** |
| * How do the experiences of youth and childhood provide a foundation for life? How do the experiences of childhood and youth affect our development – mentally, physically, emotionally, and spiritually? * What and how do play, a sense of wonder, imagination, and discovery contribute to the development of healthy children and youth? What are the benefits of developing imagination and a sense of wonder? How can a sense of wonder and imagination be fostered? * How do societies and various cultures attend to the needs of their children and youth? How is caring for children and youth honoured? How do societies demonstrate their attitudes to children and adolescents? How do the treatment and expectations of children and adolescents vary throughout the world and across cultures? * What can be done to ensure the safety and health of all our children and adolescents? Why is it beneficial and important to do so? * How do relationships with others (e.g., parents, Elders, siblings, grandparents, role models, mentors) affect the identity, values, and beliefs of children and adolescents? * How do children and youth perceive themselves and why? How do others perceive them? How do others’ perceptions influence the identities that children and youth have of themselves? * What ways of knowing, thinking, doing, and being have you developed as a result of your relationships in childhood and adolescence? * How and why have the roles of children and youth changed over the years? * What issues do children and youth face in the twenty-first century? How are the issues that children face today different from the issues experienced by children in previous generations | * How do our relationships with others evolve and influence us as we mature and age? How can you prepare for the probability of having multiple roles throughout your adulthood (e.g., caregiver, employee/employer, partner)? How do people respond to and cope with multiple and changing roles throughout their lives (e.g., caregiver, employee/employer, partner, parent)? * Are all the roles and the work associated with those roles valued or respected equally? How can you ensure that the work you do and the roles you play will be valued and respected equally? * How and why will you prepare for your future? What are contemporary expectations of adults? How do the roles and expectations of adults vary among cultures and through the various stages of adulthood? How can we prepare for the roles and expectations that we have for ourselves and that others have for us? * As we mature and age, what are our responsibilities to self and to others? How do these responsibilities change? * What obstacles and opportunities do people experience in the transitions of adulthood? * What does the concept of a balanced life mean? How and why do we plan to achieve balance in our lives? Is the quest for balance universal? * How do our values and beliefs determine the paths of life that we may explore? What influences or necessitates the re-evaluation of our values and beliefs? * What competing interests, dreams, and ambitions create tension and conflict for us and for others? What kinds of dreams are considered worthy? Who decides what dreams are worthwhile? How can we pursue our dreams and ambitions when others do not consider those dreams worthwhile? How do our dreams, goals, and ambitions influence the risks that we take? * What are the achievements that we envision for ourselves? Why do we decide on and pursue those achievements? What influences the achievements we seek? What do individuals do to motivate themselves to succeed? How do we define success and achievement for ourselves? How do others define success and achievement? |

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| MUST DO SPEAKING/WRITING/REPRESENTING | MUST DO READING | POPULAR READING CHOICES |
| * An interview * Introducing and Thanking a Speaker * Dramatic Reading * Essay of Explanation (process, instructions) * Letter of Application and resume * Essay of Argument/Persuasion * Essay of Reflection (personal) * Analysis of a Literary Text * Visual or Multimedia Presentation of an Interview with a Literary Character using Dramatization or Role Play * Experiment with: Group Work, Articles, Radio Dramatization or Documentary | **Literary**   * Short Stories (3 TGS, 2IS) * Essays (3 TGS, 2IS) * Poems (5 TGS, 5 IS) * Plays (1TGS, 1 IS) * Full-Length Nonfiction (1 TGS, 1IS) * 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, Advertising, Blogs * Oral Texts | **Short Stories**   * Two Soldiers * Penny in the Dust * The Good Girls * Two Fishermen * Two Kinds – Tan * The Metaphor – Wilson * Skipper – Nowlan * The Loons * The Doll’s House * My Home as I Remember * The Beginning of Something   **Novels**   * To Kill a Mockingbird * Tuesdays with Morrie * The Joy-Luck Club - Tan * The Ocean at the End of the Lane – Gaiman * The Glass Castle * Keeper N' Me * An Absolutely True Diary of a Part-Time Indian * Fishtailing   **Plays**   * Someday – Hayden Taylor * The Glass Menagerie – Williams * To Set Our House in Order * Wheel of Justice * Jack of Hearts   **Poetry**   * Love Letter – Charles Hamilton * My Hometown – Springsteen * Homestreet – Hyland * The Centaur * (I Remember) Back Home – Joseph * Fern Hill – Thomas * Luka – Vega * The Child Who Walks Backward – Crozier * I Grew Up * Reading the Brothers Grimm to Jenny * To An Athlete Dying Young * Singing from the Darktime: A Childhood Memoir in Poetry and Prose * Graduation Evening * Graduation Song * How to Be Old * I, Icarus * Nothing Gold Can Stay   **Non-Fiction/ Informational**   * Back to Wolf Willow * May the Best Cheater Win vs. Youth Sports Can Offer Lifelong Lessons * My Left Foot - Brown * Beyond My Father's Shadow – Chambers * Remember, Mum, When I Mocked You – Manji * The Catastrophe of Success – Williams * I Didn't Know I Was Different – Dumont * Your Just Don’t Understand * The Worth of a Boy * Keeper’n Me (Sightlines 10) * Why Nothing is “Wrong” Anymore * An I Old Yet? |
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| COMPREHEND & RESPOND | |
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| OUTCOME | **I CAN STATEMENTS** |
| CR 20.1  View, listen to, read, comprehend, and respond to a variety of grade-appropriate First Nations, Métis, Saskatchewan, Canadian, and international texts that address:  • identity (e.g., Relationships with Family and Others);  • social responsibility (e.g., Evolving Roles and Responsibilities); and  • social action (agency)(e.g., The Past and the Present). | I can view First Nations, Metis, Saskatchewan, Canadian, and international texts that address identity, social responsibility and social reaction.  I can listen to First Nations, Metis, Saskatchewan, Canadian, and international texts that address identity, social responsibility and social reaction  I can read First Nations, Metis, Saskatchewan, Canadian, and international texts that address identity, social responsibility and social reaction  I can show that I understand First Nations, Metis, Saskatchewan, Canadian, and international texts that address identity, social responsibility and social reaction  I can respond to First Nations, Metis, Saskatchewan, Canadian, and international texts that address identity, social responsibility and social reaction |
| CR 20.2 View, comprehend, and develop coherent and plausible interpretations of informational and literary First Nations, Métis, Saskatchewan, Canadian, and international texts (including multimedia advertising) that use specialized visual features including illustrations, photographs, art works, maps, charts, graphs. | I can view informational and literary texts (First Nations, Metis, Saskatchewan, Canadian and international) that use special graphics or visual features.  I can show that I understand informational and literary texts (First Nations, Metis, Saskatchewan, Canadian and international) that use special graphics or visual features.  I can develop reasonable interpretations of informational and literary texts (First Nations, Metis, Saskatchewan, Canadian and international) that use special graphics or visual features. |
| CR 20.3 Listen to, comprehend, and develop coherent and plausible interpretations of grade-appropriate informational and literary First Nations, Métis, Saskatchewan, Canadian, and international texts, including spoken instructions, and argumentative and persuasive speeches. | I can listen to informational and literary texts (First Nations, Metis, Saskatchewan, Canadian and international) including spoken instructions and argumentative and persuasive speeches.  I can show that I understand informational and literary texts (First Nations, Metis, Saskatchewan, Canadian and international) including spoken instructions and argumentative and persuasive speeches.  I can develop reasonable interpretations of informational and literary texts (First Nations, Metis, Saskatchewan, Canadian and international) including spoken instructions and argumentative and persuasive speeches. |
| CR 20.4 Read and demonstrate comprehension and appreciation of grade-appropriate informational (including instructions and procedural texts) and literary (including fiction, nonfiction, script, poetry, and essays) First Nations, Métis, Saskatchewan, Canadian, and international texts. | I can read informational and literary texts.  I can show that I understand and appreciate information and literary texts |

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| COMPOSE & CREATE | |
| OUTCOME | **I CAN STATEMENTS** |
| CC 20.1 Create a range of visual, multimedia, oral, and written texts to explore: • identity (e.g., Relationships with Family and Others); • social responsibility (e.g., Evolving Roles and Responsibilities); and • social action (agency)(e.g., The Past and the Present). | I can create visual texts that explore identity, social responsibility, and social action.  I can create multimedia texts that explore identity, social responsibility, and social action.  I can create oral texts that explore identity, social responsibility, and social action.  I can create print texts that explore identity, social responsibility, and social action. |
| CC 20.2 Create visual or multimedia presentations using dramatization or role-play, including a presentation of an interview of a literary character (or author or historical or contemporary person) from a First Nations, Métis, Saskatchewan, Canadian, or international text. | I can act out or film an interview with a literary character. |
| CC 20.3 Speak to present ideas and information appropriately in informal (including discussions and collaborative work) and formal (including an interview, a dramatic reading, and introducing and thanking a speaker) situations. | I can speak to present ideas and information in informal situations, such as discussions and group work.  I can speak to present ideas and information in formal situations, such as interviews, a dramatic reading, introducing and thanking a speaker. |
| CC 20.4 Create a variety of written informational (including an essay of explanation of a process, an application letter and résumé, and an argumentative or a persuasive essay) and literary (including a reflective or personal essay and an analysis of a literary text) communications. | I can create different kinds of written informational texts (application letter and resume, persuasive essay, and expository essay).  I can create different kinds of written literary texts (personal essay and literary essay). |
| ASSESS & REFLECT | |
| OUTCOME | **I CAN STATEMENTS** |
| AR 20.1 Assess own ability to view, listen, read, speak, write, and use other forms of representing effectively. | I can make judgement about how well I view, listen, read, speak, write and represent |
| AR 20.2 Establish goals and plans for personal language learning based on self-assessment of achievements, needs, and interests. | I can set reasonable goals for my personal language learning and make plans to achieve those goals. |