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**ELA A30**

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| **Unit One** | **Unit Two** |
| **Canadian Perspectives: Distinct and Rich**  **Themes:**   * Define the Individual, Negotiate the Community * Celebrate the Glorious, Acknowledge the Scandalous * Shift Centres, Blur Margins * Understand Beliefs, Initiate Action   **\*First Nations, Métis, Saskatchewan, and Canadian texts only** | **Canadian Landscapes: Diverse and Dynamic Perspectives**  **Themes:**   * Natural and Constructed * Psychological and Physical * Historical and Contemporary * Personal and Societal   **\*First Nations, Métis, Saskatchewan, and Canadian texts only** |
| **Questions for Deeper Understanding**   * What does it mean to be Canadian and what is our Canadian identity? * Is being Canadian an individual or a community enterprise? * What is the relationship between the individual and the community in Canada? * How do individuals shape a community and the country, and how do the community and the country shape their citizens? * What contributions have Canadian individuals (e.g., famous and not-so famous; First Nations, Métis, Inuit, long-time Canadians, new Canadians) made to the character of the Canadian community? * To the global community? * How do Canadians navigate their local, regional, national, and global communities? * Why is it important for Canadians to recognize, historically and currently, both the glorious and the scandalous aspects of Canadian life? * How is glory defined and celebrated by Canadians? * How is scandal defined and responded to by Canadians? * What Canadian scandals have longevity and why? * Why is acknowledgement of the scandalous difficult yet necessary? * What is the basis of Canadian national pride? * What is Canada’s international image in the global community? * How can we ensure that all perspectives and voices in Canada are seen, listened to, read, and celebrated? * What perspectives have been dominant or privileged in Canada? Why? * What perspectives have been and are marginalized? Why? * Why is equitable representation of voices and all perspectives important for every Canadian and for Canada? * How are the multicultural perspectives in Canada captured and represented by its artists and authors? * How can Canadians and their communities with varying and divergent beliefs act ethically, cooperatively, and respectfully? * How can the individual or collective beliefs of Canadians influence Canada’s actions? * Do Canadian citizens share collective principles that define them as Canadians? * How do Canadians facilitate understanding of one another’s beliefs? | **Questions for Deeper Understanding**   * What are Canadians’ attitudes to and concerns about the natural and constructed (e.g., political, virtual, linguistic) landscapes in which they live, and how do they express and act upon those attitudes and concerns? * How have Canada’s natural and constructed landscapes influenced Canadians? * How have natural and constructed landscapes deeply influenced Canadian artists, speakers, and authors and their texts? * How has your region’s landscape been represented in Canadian texts– visual, oral, print, and multimedia? * Why is it important to have one’s physical–natural and constructed–landscapes represented in the texts one encounters? * How does Canada’s physical landscape influence Canadians’ relationships and interactions with self and each other? * How are the landscapes of mind and heart as important as the physical landscapes of Canada? * What is revealed about the psychological landscapes of Canadians in visual, oral, print, and multimedia texts? * How has the representation of the physical landscape changed throughout Canada’s history? * What do the changes reveal about the Canadian psyche? * How have Canada’s historical landscapes influenced its contemporary landscapes? * What are similarities and differences between historical and contemporary landscapes? * What factors account for these similarities and differences? * How have historical and contemporary First Nations, Métis, and Inuit landscapes shaped our national landscape? * What landscapes do the First Nations, Métis, and Inuit peoples, authors, and artists present? * How do we honour the histories of the many peoples who live in Canada while we forge landscapes that are contemporary and emerging? * What is the relationship between the individual and the state in Canada? * What is the role of the state in Canada? * Where does the ultimate power reside in Canada–in the individual or in the society? * What societal issues concern Canadians? * How have societal issues changed over the course of our nationhood? * How do Canadians balance the personal landscape with the societal landscape? * How do we balance self-preservation with concern for others? |

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| MUST DO WRITING/REPRESENTING | MUST DO READING | POPULAR READING CHOICES |
| * Groupwork * Panel Presentation findings from inquiry * Business or Community Meeting * Inquiry/Research Paper * Editorial * Real or Invented Narrative * Literary Criticism Essay * Visual or multimedia on a contemporary Canadian perspective or landscape using a photographs * Experiment with: Minutes of a Meeting, Chapter of a Novel, Short Story | **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   **Informational**   * Posters * Brochures * Magazine & Newspaper Articles * Podcasts and Websites * Public Service Announcements and Social Commentaries * Documentaries, Television and Radio News * Broadcasts * Other Media and Oral Texts | **Short Stories**   * My Financial Career- Stephen Leacock * A Field of Wheat- Sinclair Ross * The Painted Door- Sinclair Ross * The Lamp at Noon - Ross * We Have to Sit Opposite- Ethel Wilson * What Language Do Bears Speak * Benny * The Goal Post * The Last Husky * Turkle   **Novels**   * Three Day Road – Joseph Boyden * Through Black Spruce – Joseph Boyden * The Secret Lives of Sgt. John Wilson – Louis Simmie. * In Search of April Raintree - Beatrice Mosionier * Water for Elephants - Sara Gruen * Beige - Cecil Castellucci * A Quality of Light – Wagamese * Indian Horse - Wagamese   (two novels I have used for lower level readers are: Soldier Boys and The Lady at Batoche both by David Richards)  **Plays**   * Canadian Gothic-Joanna Glass * Vimy * Lillie’s Story * Welcome to Canada * Innocent Lost * Only Drunks and Children Tell the Truth * Mirage – Ringwood * Mary's Wedding – Massicotte * Komagata Maru   **Poetry**   * Politically Correct O, Canada- * Between Two Furious Oceans- Diespecker * Not Just a Platform for My Dance - Marilyn Dumont * The Spell of the Yukon - Robert Service * The Law of the Yukon - Robert Service * At the Tourist Centre in Boston – Atwood * The Provinces – Klein * The Lonely Land – Smith * Your Country (ton pays) - Gatien * Our Drum – Mountain * Bushed – Birney * Canadians – Waddington * Citizenship – Pereira * The Wind, Our Enemy * Prairie Graveyard * The Winter Lakes * I Am Canadian * O’Canada * Where I Come From * My Name is Joe and I Am Canadian   **Essays/Non-Fiction/ Informational**   * Political Correctness Laughed Off-Stage- Peter C. Newman * The Happiest Year of Her Life – * The Canadian Personality * Two Canadas * Canada Explained * The Experimental Eskimos - ROVER * One Week – Matthew McGowan * Our Home and Racist Land – McCurdy Banigan * Honestly, as in the day – Begamundre * I am a Native of North America - George * The Day I Became Canadian – Pittman * Where the World Began – Laurence * Back on the Rez: Finding the Way Home |

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| COMPREHEND & RESPOND | |
| OUTCOME | **I CAN STATEMENTS** |
| |  |  | | --- | --- | | [**CR A 30.1**](https://www.curriculum.gov.sk.ca/webapps/moe-curriculum-BBLEARN/CurriculumOutcomeContent?id=39&oc=22034) | View, listen to, read, comprehend, and respond to a variety of grade-appropriate First Nations, Métis, Saskatchewan, and Canadian texts that address:   * identity (e.g., Define the Individual, Negotiate the Community) * social responsibility (e.g., Shift Centres, Blur Margins), and * social action (agency) (e.g., Understand Beliefs, Initiate Action). | | * I can **view** First Nations, Metis, Saskatchewan and Canadian texts that address identity, social responsibility, and social action. * I can **listen** to First Nations, Metis, Saskatchewan and Canadian texts that address identity, social responsibility, and social action. * I can **read** First Nations, Metis, Saskatchewan and Canadian texts that address identity, social responsibility, and social action. * I can **understand** First Nations, Metis, Saskatchewan and Canadian texts that address identity, social responsibility, and social action. * I can **respond** to First Nations, Metis, Saskatchewan and Canadian texts that address identity, social responsibility, and social action. |
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| |  |  | | --- | --- | | [**CR A 30.4**](https://www.curriculum.gov.sk.ca/webapps/moe-curriculum-BBLEARN/CurriculumOutcomeContent?id=39&oc=22063) | Read, demonstrate comprehension of, and apply knowledge from grade-appropriate informational (including editorials, reviews, and articles) and literary (including fiction, script, poetry, and non-fiction) texts from First Nations, Métis, Saskatchewan, and Canadian authors as a basis for understanding self and the multiplicity of voices and perspectives that make up Canadian culture. | | * I can **read** **informational texts**, *such as editorials, reviews, and articles* from First Nations, Metis, Saskatchewan, and Canadian authors as a way to understand the individual and diverse voices of Canadian culture. * I can **read literary texts**, *such as fiction, script, poetry, and non-fiction,* from First Nations, Metis, Saskatchewan, and Canadian authors as a way to understand the individual and diverse voices of Canadian culture. * I can **show understanding after reading informational texts**, *such as editorials, reviews, and articles,* from First Nations, Metis, Saskatchewan, and Canadian authors as a way to understand the individual and diverse voices of Canadian culture. * I can **show understanding after reading literary texts**, *such as fiction, script, poetry, and non-fiction,* from First Nations, Metis, Saskatchewan, and Canadian authors as a way to understand the individual and diverse voices of Canadian culture. * I can **use what I learn after reading informational texts**, *such as editorials, reviews, and articles,* from First Nations, Metis, Saskatchewan, and Canadian authors as a way to understand the individual and diverse voices of Canadian culture. * I can **use what I learn from literary texts**, *such as fiction, script, poetry, and non-fiction,* from First Nations, Metis, Saskatchewan, and Canadian authors as a way to understand the individual and diverse voices of Canadian culture.   + Can I differentiate between literal and figurative statements and recognize satire, parody, and irony?   + Can I interpret allusions, symbols, and symbolic patterns in literary texts?   + Can I use knowledge from texts as a basis to understand self and society by using literary texts for understanding individual and social issues? |
| COMPOSE & CREATE | |
| OUTCOME | **I CAN STATEMENTS** |
| |  |  | | --- | --- | | [**CC A 30.1**](https://www.curriculum.gov.sk.ca/webapps/moe-curriculum-BBLEARN/CurriculumOutcomeContent?id=39&oc=22074) | Create a range of visual, multimedia, oral, and written texts that explore:   * identity (e.g., Define the Individual, Negotiate the Community), * social responsibility (e.g., Shift Centres, Blur Margins), and * social action (agency) (e.g., Understand Beliefs, Initiate Action). | | * I can **create visual texts** that explore identity, social responsibility, and social action, such as photographs / illustrations, maps, charts, graphs, posters, and billboards. * I can **create multimedia texts** that explore identity, social responsibility, and social action, such as documentaries, podcasts, blogs with hyperlinks, a Prezi project or a commercial. * I can **create oral texts** that explore identity, social responsibility, and social action, such as a narrative, speech, an announcement, a discussion, presentation, or conversation. * I can **create written texts** that explore identity, social responsibility, and social action, such as a poem, short story, script, essay, article or blog post. |
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| |  |  | | --- | --- | | [**CC A 30.3**](https://www.curriculum.gov.sk.ca/webapps/moe-curriculum-BBLEARN/CurriculumOutcomeContent?id=39&oc=22087) | Present and express a range of ideas and information in formal (including a panel presentation and a business or community meeting) and informal (including discussions and collaborative work) situations for differing audiences and purposes. | | * I can **present ideas / information in formal** situations for differing audiences and purposes, such as a panel presentation and a business or community meeting. * I can **present ideas / information in informal** situations for differing audiences and purposes, such as discussions and collaborative work. |
| |  |  | | --- | --- | | [**CC A 30.4**](https://www.curriculum.gov.sk.ca/webapps/moe-curriculum-BBLEARN/CurriculumOutcomeContent?id=39&oc=22098) | Create a variety of informational (including an inquiry/research paper and an editorial) and literary (including a real or invented narrative and a literary criticism essay) texts that are appropriate to a variety of audiences and purposes including informing, persuading, and entertaining. | | * I can **create informational texts** that are appropriate to a variety of audiences and purposes including informing, persuading, and entertaining, such as an inquiry paper, research paper, minutes of a meeting and editorial. * I can **create literary texts** that are appropriate to a variety of audiences and purposes including informing, persuading, and entertaining, such as a real or invented narrative, a chapter of a novel, a short story, and a literary criticism essay. * I can **create written** text considering elements of writing (purpose, speaker, audience, and form) in a variety of writing genres, such as narrative, expository, persuasive, informative, and descriptive. |
| ASSESS & REFLECT | |
| OUTCOME | **I CAN STATEMENTS** |
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| |  |  | | --- | --- | | [**AR A 30.2**](https://www.curriculum.gov.sk.ca/webapps/moe-curriculum-BBLEARN/CurriculumOutcomeContent?id=39&oc=22113) | Reflect on personal growth and successes in language learning and consider the role and importance of language learning when developing personal goals and plans as a self-directed, curious, self-appraising, and open-minded learner. | | * I can **reflect on my own personal growth** and successes in language learning. * I can **consider the role and importance of language learning** when developing goals and plans to improve. * I can **demonstrate that I am self-directed**, curious about ways to improve, self-assess my own work effectively, and be an open-minded learner. |