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| **UNIT ONE** | **UNIT TWO** |
| **The Search for Self\***  **Themes**   * Sense of Self * Ideals * Joy and Inspiration * Doubt and Fear   \*International, including indigenous, texts only | **The Social Experience\***  **Themes:**   * Dealing with Universal Issues * Ambition, Power, and the Common Good * Social Criticism * Addressing the Issues   \*International, including indigenous, texts only |
| **Questions for Deeper Understanding**   * Who and what are we? * What does it mean to be a human being? What is human nature? * Do we see ourselves the same way that others see us? How does being the member of a particular group affect our identity and sense of self? * What is our purpose for being? * Are there universal ideals for which we all strive? * How ought human beings to behave? Is desirable behaviour the same in all cultures? In all communities? * What is admirable? What is not so admirable? Does everyone agree? Why do our actions sometimes fall short of our ideals? * What brings us joy and inspiration in life? * What do optimistic and pessimistic mean? How do they apply to one’s view of life? * What is the “good life”? Is it the same for everyone? * What is a happy life? What is the meaning and nature of happiness? Does happiness mean different things to different people? How might we achieve happiness in life? How might we find personal fulfillment? * What doubts and fears do we have? * What special challenges do doubts and fears bring to an individual? What are ways of overcoming doubts and fears? How can having doubts and fears be an advantage? * How do people react to tragedy or loss in their lives? What strategies do people use to deal with tragedy and loss? How do people respond to or deal with despair? What are people’s sources of strength? How can strength and healing arise out of tragedy and loss? * Is it natural to feel anger and hatred sometimes? Why? How do we navigate and deal with those emotions? | **Questions for Deeper Understanding**   * What is “truth” and what is “justice”? * How do we define “truth”? What are important truths in life? How do we find truth? * How do we tell right from wrong? What challenges result from varying views of “right” and “wrong”? What are the rights of all? * How do we define “justice”? Why is justice often hard to achieve? Is justice fair? Infallible? Why does justice sometimes “sting”? How do we remedy injustice? Are there situations in which it is more just to treat people differently than to treat them the same? * What is the nature of ambition and power? * What gives a person status? Is status achieved the same way in all societies? Within a society? Why is status important? * How do ambition and power drive us? How do they challenge us? How do individuals acquire real and perceived power? How do people enact power? How are power and privilege aligned? How does lack of power or imbalance in power affect individuals, groups, and societies? * What is meant by “the common good”? Who decides what the common good is? Is the common good best for every individual in a society? How do we attend to the common good while respecting individual goals and values? * What is social criticism? * What is the purpose of social criticism? * What is conformity? What is resistance? What is meant by “the status quo”? What is rebellion? Do different people define these differently? How are conformity, resistance, and rebillion manifested differently in different societies? * Why do some individuals or groups challenge the system while others abide by it? What is political protest? How do societies treat resistance? Is resistance risky? Why or why not? * How can we make the world a better place? * Do all people tackle causes in their lifetimes? Why or why not? What causes might your generation undertake? * What do people do when faced with a decision between advancing a cause and doing what they believe is right? * Are there situations in which individuals might challenge authority? What are some responsible ways of challenging authority? |

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| MUST DO WRITING/REPRESENTING | MUST DO READING | POPULAR READING CHOICES |
| * Groupwork * Workshop presentation * Debate * Oral reading of poetry or a prose passage * Position paper (convincing argument) * Comparative essay * Letter of inquiry * Story or essay using parody, satire, and/or irony * Critique of an author’s style * Visual or multimedia presentation persuading audience to act on an issue using presentation techniques most appropriate to audience and purpose * Experimenting with: Proposal, Script, Letter (advocating change) | **Literary**   * Short Stories (3 TGS, 2IS) * Essays (3 TGS, 2IS) * Poems (5 TGS, 5 IS) * Plays (1TGS- Hamlet, King Lear, Much Ado About Nothing, or Othello, 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 Season is Dying - Ziller * Judas – O’Connor * The Happy Man – Mahfouz * A Rose for Emily * The Piece of String * The Rat-Trap * The Verger * Two Worlds * The Nose * The Lottery * The Black Cat * How Much Land Does a Man Need?   **Novels**   * Night – Wiesel * Lord of the Flies – Golding * Animal Farm * 1984   **Plays**   * Hamlet - Shakespeare * Death of a Salesman – Miller * A Doll’s House * Much Ado About Nothing * Othello * King Lear   **Poetry**   * Identity – Palanco * I Am Not I – Jimenez * The Enemy – Neruda * Beowulf * The Pardoner’s Tale – Chaucer * Fear – Mistral * Road – Libby * Sonnet 43 – E. Browning * My Last Duchess – R. Browning * Tonight I Can Write – Neruda * Happiness – Kenyon * When I Have Fears That I May Cease to Be – Keats * I’d rather forget that we can’t live forever – Machura * Mending Wall * The People Will Live On * If We Must Die * The Chimney Sweeper * Where the Sky is a Pitiful Tent * No Man is an Island * Death be Not Proud * Do Not Go Gentle into That Goodnight * Because I Could Not Stop for Death * If I Should Have a Daughter   **Non-Fiction/ Informational/ Essays**   * Who Are You? – Davidson * What’s Your Right Name – Davidson * Shooting an Elephant – Orwell * Excerpt from Night – Wiesel * Immortality – Seiden * A Warning Against Passion – C. Bronte * Of Marriage and Single Life – Bacon * Don’t Get Comfortable * A Modest Proposal * Safe and Insane * On Being Poor |
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| COMPREHEND & RESPOND | |
| OUTCOME | **I CAN STATEMENTS** |
| CRB30.1  View, listen to, read, comprehend, and respond to a variety of grade-appropriate international, including indigenous, texts that address:   * identity (e.g., Sense of Self) * social responsibility (e.g., Social Criticism), and * social action (agency) (e.g., Addressing the Issues). | * I can **view** a variety of grade-appropriate international and indigenous texts that address identity, social responsibility, and social action. * I can **listen to** a variety of grade-appropriate international and indigenous texts that address identity, social responsibility, and social action. * I can **read** a variety of grade-appropriate international and indigenous texts that address identity, social responsibility, and social action. * I can **comprehend** a variety of grade-appropriate international and indigenous texts that address identity, social responsibility, and social action. * I can **respond** a variety of grade-appropriate international and indigenous texts that address identity, social responsibility, and social action. |
| CRB30.2  View, comprehend, and evaluate critically a variety of visual and multimedia texts by international, including indigenous, artists and authors from various cultural communities, and identify how the texts address beliefs, values, and power. | * I can **view** a variety of visual and multimedia texts by international and indigenous artists and authors from various cultural communities and identify how the texts address beliefs, values and power.   + What is the text representing?   + How is the text constructed?   + What is the author’s intent?   + Who is the intended audiences and points of view?   + What is the historical context and its impact?   + What are the implied messages?   + What are the assumptions, interests, beliefs, and values embedded?   + What is the credibility and purpose of the author?   + What is the artist’s/author’s tone, attitude and bias?   + How does the text use argument, images, placement, and/or music for effect and impact?   + What persuasive techniques including emotion and propaganda are used? * I can **comprehend** a variety of visual and multimedia texts by international and indigenous artists and authors from various cultural communities and identify how the texts address beliefs, values and power.   + Deliberately and use effectively a variety of before, during, and after strategies to construct and confirm meaning. * I can **evaluate critically a** variety of visual and multimedia texts by international and indigenous artists and authors from various cultural communities and identify how the texts address beliefs, values and power.   + Identify characteristics, conventions, and/or techniques used in a variety of media forms, and explain how they shape content, convey meaning, and influence their audience(s).   + Identify the perspectives and/or biases evident in visual and multimedia texts and comment on questions the texts may raise about beliefs, values, and power. |
| CR30.3  Listen to and comprehend grade-appropriate informational and literary texts created by international, including indigenous, speakers and authors, and analyze the perspectives, biases, beliefs, values, identities, and power presented in each text. | * I can **listen** **to** grade-appropriate informational and literary texts created by international, including indigenous, speakers, and authors, and analyze the perspectives, biases, beliefs, values, identities, and power presented in each text.   + What is the speaker’s message?   + What is the thesis of a speech and what determines the essential elements that support it?   + What is the overall plan or organization including transitional expressions? * I can **comprehend** grade-appropriate informational and literary texts created by international, including indigenous, speakers, and authors, and analyze the perspectives, biases, beliefs, values, identities, and power presented in each text.   + Deliberately and use effectively a variety of before, during, and after strategies to construct and confirm meaning.   + Use effective note making strategies and a variety of written or graphic forms to organize and share ideas acquired * I can **listen critically** a grade-appropriate informational and literary texts created by international, including indigenous, speakers, and authors, and analyze the perspectives, biases, beliefs, values, identities, and power presented in each text.   + What are the distractions and recognize factors that interfere with effective listening, including biases?   + What are the explicit and implicit messages/concepts, viewpoints, values, theme, and tone?   + What is the difference between emotional and reasoned argument?   + What are the facts and the arguments that identify fallacies?   + What are key allusions and symbols?   + What is the effect of artistic elements (imagery, language, character development) within texts? |
| CR30.4  Read and demonstrate comprehension of a range of contemporary and classical grade-appropriate informational (including position papers, magazine and newspaper articles, and electronic communications) and literary (including drama, novels, poetry, short stories, essays, biographies, and autobiographies) texts from various international, including indigenous, cultures and analyze the philosophical, ethical, and social influences that have shaped information, issues, characters, plots, and themes. | * I can a **read** a range of contemporary and classical grade-appropriate informational and literary texts from various international, including indigenous, cultures, and analyze the philosophical, ethical, and social influences that have shaped information, issues, character, plots, and themes.   + I can read silently with comprehension for a sustained period of time. * I can **demonstrate comprehension** of a range of contemporary and classical grade-appropriate informational and literary texts from various international, including indigenous, cultures, and analyze the philosophical, ethical, and social influences that have shaped information, issues, character, plots, and themes.   + Deliberately and use effectively a variety of before, during, and after strategies to construct and confirm meaning.   + Use language cues and conventions to construct and confirm meaning.   + Use note making and outlining to understand texts better. * I can **demonstrate critical reading behaviours** to analyze meanings, ideas, language, and literary quality in a range of contemporary and historical texts.   + Can I establish a purpose for reading such as to learn, interpret, and enjoy?   + Can I skim, scan, and read closely?   + Can I identify the main ideas and supporting details of informational texts?   + Can I identify and analyze explicit and implicit messages, viewpoints, and concepts?   + Can I analyze the ways in which a text’s organizational structure and elements support or confound its purpose?   + Can I identify and analyze persuasive techniques?   + Can I evaluate the accuracy (differentiate fact from opinion) and usefulness of information presented?   + 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 B30.1   Create a range of visual, multimedia, oral, and written texts that explore:   * identity (e.g., Sense of Self) * social responsibility (e.g., Social Criticism), and * social action (agency) (e.g., Addressing the Issues). | * 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 written texts** that explore identity, social responsibility, and social action.   **Before I can create, I need to research a global social issue and share with others about the issue.**   * Have I considered my own and others’ expertise and knowledge to explore the breadth and depth of knowledge? * Have I formulated an inquiry or research question? * Have I selected inquiry strategies to plan according to needs? (audience, purpose, context, parameters, time) * Have I used technology as a tool to research, organize, evaluated, and communicate information, and demonstrated a fundamental understanding of the ethical and legal issues surrounding the access and use of information? * Have I evaluated and selected ideas appropriate for audience, purpose, and perspective or focus? * Have I identified, examined, and evaluated diverse credible sources for authenticity, accuracy, and bias? * Have I properly cited and sourced the accurate and reliable information chosen? * Have I synthesized the information, ideas, and perspectives? |
| CC B30.2  Create a visual or multimedia presentation that suits the topic, purpose, and audience; teaches others about a global social issue; and persuades them to act on the issue in a responsible manner. | * I can **create a visual** **or multimedia presentation** that suits the topic, purpose, and audience; teaches others about a global social issue; and persuades them to act on the issue in a responsible manner.   + Does my presentation exhibiting logical structures appropriate to audience, purpose, and context?   + Does my presentation have a central foci and strong messages?   + Does my presentation organize ideas in logical and appropriate sequences?   + Does my presentation include smooth transitions?   + Does my presentation use a variety of forms and technologies such as sound, photographs, and models to understand how ideas are communicated through elements of design and principles of design?   + Does my presentation provide logical and convincing conclusions?   + Did I use appropriate before, during, and after strategies to communicate meaning when representing? * I can **persuade** others about a global social issue through a multimedia presentation that persuades them to act on the issue in a responsible manner.   + Can I identify and establish that a problem exists?   + What are the causes of the problem? Why is there a problem?   + What are the solutions? What is the best solution?   + Can I persuade an audience to implement the solution?   + Can I choose an appropriate media form to suit the presentation and explain why? |
| CC B30.3   Create and defend an informed critical response to a global issue in formal (including a workshop presentation, a debate, and an oral reading of poetry or a prose passage related to the issue) and informal (including discussion and collaborative group work) situations. | * Can I function both as a group and as a group leader, and demonstrate effective group interaction skills and strategies? * Can I create and present oral presentations? * Can I plan and lead a workshop/seminar presentation? * Can I prepare and participate in a debate? * Can I demonstrate an understanding of a variety of interpersonal speaking strategies and adapt them to suit the purpose, situation, and audience, exhibiting sensitivity to and respect for cultural differences? |
| CC B30.4   Compose and create narrative, descriptive, expository, and persuasive writings that include a position paper, a comparative essay, a letter of inquiry, a critique of an author's style, and a short story or essay that uses parody, satire, and/or irony. | * Can I create a variety of written communications using various elements of discourse when using different forms of writing? * Can I write a position paper? * Can I write a comparative essay? * Can I write a letter of inquiry? * Can I write a story or essay using parody, satire, and/or irony? * Can I write a critique of an author’s style? * Can I experiment with different forms, formats, and techniques, and explain their appeal? |
| ASSESS & REFLECT | |
| OUTCOME | **I CAN STATEMENTS** |
| AR B30.1  Assess own and others' work for precision, clarity, and artistry. | * I can **review and analyze my own work** for content, organization, delivery, audience response, and style. * I can **identify skills and strategies to use** for viewing, listening, reading, representing, speaking, and writing in order to improve communication. * I can **select a range of products** that clearly reflect own growth as a communicator, and explain the reasons for choices. * I can **assess the effect of new understandings and strategies** on self and others. |
| AR B30.2  Reflect on and assess understanding of self as a self-directed, self-appraising, and strategic 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 **select a range of products** that clearly reflect own growth as a communicator, and explain the reasons for choices. * 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. |

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