

# Grade 10 Language & Literature - English

## Units of Study

<b>UNIT 1:</b>	<b>"STORIES THAT MATTER" (CREATIVE WRITING)</b>	<b>Start:</b> August 2019	<b>Duration:</b> 4 weeks / 14 hours
<ul style="list-style-type: none"><li>• <b>Concepts:</b> Creativity, Context, Point of View, Self-Expression. Includes forms of imagery, dialogue, allusion and diction. The unit focuses on exploring various creative writing text types and developing a personal writing style.</li><li>• <b>Subject Specific Skills:</b> Students will analyze author's writing style, explore different components of their personal writing style and experiment with different creative text types (image commentaries, screenplays, blogs)</li><li>• <b>Learning Experiences:</b> Students will create a piece of creative writing that will demonstrate their personal style through the use of different stylistic devices and structural components.</li></ul>			
<b>UNIT 2:</b>	<b>"FOR YOU A THOUSAND TIMES OVER" (COMPARATIVE ANALYSIS)</b>	<b>Start:</b> October 2019	<b>Duration:</b> 8 weeks / 28 hours
<ul style="list-style-type: none"><li>• <b>Concepts:</b> Communication, Intertextuality, Style, Theme. Emphasis on the influence and components of context. The unit focuses on the constraints and adaptations made by individuals living under strife.</li><li>• <b>Subject Specific Skills:</b> Students will learn the comparative properties of texts and explore and analyze how literary devices are used for different purposes.</li><li>• <b>Learning Experiences:</b> Students will explore how authors use literary devices to develop a motif; examine author's reasoning for the choices they make; and learn how to write, and the structure of, a comparative analysis essay.</li></ul>			
<b>UNIT 3:</b>	<b>"HE WHO LISTENS WELL TAKES NOTES" (SKILL DEVELOPMENT: ANNOTATIONS AND WRITING PLANS)</b>	<b>Start:</b> January 2020	<b>Duration:</b> 4 Weeks / 14 Hours
<ul style="list-style-type: none"><li>• <b>Concepts:</b> Communication, Context, Purpose, Structure. Annotation and writing plan structure and development. The unit focuses on how authors communicate ideas in structured and purposeful ways to express their ideas.</li><li>• <b>Subject Specific Skills:</b> Students will develop the skills of actively annotating a text, learn the structural components of a comprehensive writing plan and analyze literary content and context, specifically literary devices that support the text and the intention of the author.</li><li>• <b>Learning Experiences:</b> Students will explore the varying stylistic components and creative choices authors make for different purposes. They will learn to transfer these choices into a logical, coherent and developed writing plan that builds upon itself.</li></ul>			
<b>UNIT 4:</b>	<b>THE CENTER CANNOT HOLD (LITERARY COMMENTARY)</b>	<b>Start:</b> January 2020	<b>Duration:</b> 8 weeks / 28 hours
<ul style="list-style-type: none"><li>• <b>Concepts:</b> Communication, Character, Point of View, Setting. The unit focuses on the balance between individuals and societies in which they live.</li><li>• <b>Subject Specific Skills:</b> Students will develop the skills of textual and literary device analysis and examine Aristotle's tragic hero characteristics.</li><li>• <b>Learning Experiences:</b> Students will explore the perspectives that allow for the fostering of cultural understanding and fairness. This will be done through collaborative discussions and activities, debate, literary device exploration and analysis and examination of author's intention.</li></ul>			
<b>UNIT 5:</b>	<b>IT'S ALIVE! (COMPARE AND CONTRAST)</b>	<b>Start:</b> March 2020	<b>Duration:</b> 6 weeks / 21 hours
<ul style="list-style-type: none"><li>• <b>Concepts:</b> Perspective, Character, Context. Influence of characterization, internal conflict and atmosphere on theme. The unit focuses on the exploration of how context shapes a character's perspectives.</li><li>• <b>Subject Specific Skills:</b> Students will develop the writing and structural techniques involved in a compare and contrast essay. This includes transitions and identifying and analyzing similarities and differences.</li><li>• <b>Learning Experiences:</b> Students will explore the connections that can be made between two texts with a focus on characterization, internal conflict and atmosphere and how it impacts theme.</li></ul>			

# Grade 10 Language & Literature - English

## Unit 1: “Stories that Matter” (Creative Writing)

**Start:** August 2019

**Duration:** 4 weeks (14 Hours)

### LEARNING EXPERIENCES:

In this unit, students will focus on the creative self-expression that empowers an author to structure their point of view in a way that brings significance to personal identities and relationships. They will explore various creative writing text types (image commentary, blog post, screenplays) and create a piece of creative writing that will demonstrate their personal style through the use of different stylistic devices and structural components.

### KEY CONCEPT: Creativity

#### Related Concepts / Subject Specific: Creative Writing

Context, Point of View, Self-Expression. Includes forms of imagery, dialogue, allusion and diction.

### STATEMENT OF INQUIRY:

Creativity and self expression empower an author to structure their point of view in a way that brings significance to identities and relationships within a variety of contexts.

### INQUIRY QUESTIONS:

#### Factual:

What are the components of narrative writing?

#### Conceptual:

How can we reveal character through concise expression?  
How can devices and phrasing affect personal writing style?

#### Debatable:

Do the events in our lives, and our ways of expressing them, shape our identities?  
Is it acceptable to mix fact and fiction?  
Does our telling of the story impact the story’s believability? If so, does it matter?

### OBJECTIVES AND ASSESSMENT CRITERIA:

#### A: Analyzing

Analyze the effects of a creator’s choices on an audience and provide examples, explanations and appropriate terminology to support the choices.

#### B: Organizing

Employ organizational structures that serve the context and intention and organize ideas in a sustained, coherent and logical manner.

#### C: Producing Text

Produce texts that demonstrate insight and imagination, while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process. Also make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience. Select relevant details and examples to develop ideas.

#### D: Using Language

Use correct grammar, appropriate and varied vocabulary, sentence structures and forms of expression. Write and speak in an appropriate register and style and spell accurately.

### ATLs:

Communication, Creative Thinking

### RESOURCES / LITERATURE OPTIONS:

- “My Name” by Sandra Cisneros
- “Boys and Girls” by Alice Munro
- Clips from Jimmy Fallon’s “The Tonight Show”
- Various image commentary, blog posts and screenplay exemplars

### SUMMATIVE ASSESSMENT TASKS:

1. Creative Writing Commentary. Students will create a piece of creative writing based on an unseen prompt. In Class, written under timed conditions. Text Purpose - to entertain.

# Grade 10 Language & Literature - English

## Unit 2: “For You a Thousand Times Over” (Comparative Analysis)

**Start:** October 2019

**Duration:** 8 Weeks (28 Hours)

### LEARNING EXPERIENCES:

In this unit, the student will explore how orientation in space and time is communicated through a focus on constraints and adaptations incurred by others. Students will read two texts and write a comparative analysis essay that explores and analyzes how an author uses a motif for a selected purpose.

### KEY CONCEPT: Communication

**Related Concepts / Subject Specific:** Comparative Analysis  
Intertextuality, Style, Theme. Focus on the influence and components of context.

### STATEMENT OF INQUIRY:

Orientation in space and time is communicated through a focus on the constraints and adaptations incurred by others.

### INQUIRY QUESTIONS:

#### Factual:

What is the history of Afghanistan?  
What is a refugee?

#### Conceptual:

Does an individual choose his or her own path in life or is it predestined?  
How do a person's actions affect his or her own destiny and the destinies of others?  
Is it ever appropriate or necessary to remain a silent bystander when someone is being hurt?

#### Debatable:

Is it possible to atone for our wrongdoings?  
Do we have an obligation to be loyal and truthful to our friends and family members?  
How is it possible to atone for betrayal? How can you forgive yourself for something you regret doing?

### OBJECTIVES AND ASSESSMENT CRITERIA:

#### A: Analyzing

Analyze the content, context, language, structure, technique and style of text(s), the creator's choices, and the relationship among texts and justify opinions and ideas, using examples, explanations and terminology. Evaluate similarities and differences by connecting features across and within texts.

#### B: Organizing

Employ organizational structures that serve the context and intention, and organize ideas in a sustained, coherent and logical manner. Use referencing and formatting tools to create a presentation style that is suitable to the context.

#### C: Producing Text

Produce texts that demonstrate insight and imagination, while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process. Also make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience. Select relevant details and examples to develop ideas.

#### D: Using Language

Use correct grammar, appropriate and varied vocabulary, sentence structures and forms of expression. Write and speak in an appropriate register and style and spell accurately.

### ATLs:

Organization, Information Literacy

### RESOURCES / LITERATURE OPTIONS:

- *The Kite Runner* and *A Thousand Splendid Suns* by Khaled Hosseini
- “A Poison Tree” by William Blake
- Various videos contextualizing location and time period

### SUMMATIVE ASSESSMENT TASKS:

1. Comparative Analysis Essay. In-class written test under timed conditions. Text Purpose - to analyze.

# Grade 10 Language & Literature - English

## Unit 3: “He who listens well takes notes” (Literary Skill Development)

**Start:** December 2019

**Duration:** 3 Weeks (10.5 Hours)

### LEARNING EXPERIENCES:

In this unit, students will develop the skills of actively annotating a text and creating a writing plan in preparation for an essay. They will analyze literary content and context, specifically literary devices that support the text and the intention of the author.

### KEY CONCEPT: Communication

**Related Concepts / Subject Specific:** Literary Skill Development  
Context, Purpose, Structure. Annotation and writing plan structure and development.

### STATEMENT OF INQUIRY:

Communicating ideas in a structured and purposeful way helps provide context to a piece of literature.

### INQUIRY QUESTIONS:

#### Factual:

What are annotations?  
What are the structural components of a writing plan?

#### Conceptual:

How do I complete annotations?  
How do I develop annotations in a way that is purposeful to the task?  
How do I structure a paper that benefits me as a writer?

#### Debatable:

Does the style of annotations and writing plan affect the way in which thought is being expressed?

### OBJECTIVES AND ASSESSMENT CRITERIA:

#### A: Analyzing

Analyze the content, context, language, structure, technique and style of text and the effects of a creator's choices on an audience.

#### B: Organizing

Employ organizational structures that serve the context and intention, and organize ideas in a sustained, coherent and logical manner. Use referencing and formatting tools to create a presentation style that is suitable to the context. [This criterion is not assessed in this unit].

#### C: Producing Text

Produce texts that demonstrate insight and imagination, while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process. Also make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience. Select relevant details and examples to develop ideas. [This criterion is not assessed in this unit].

#### D: Using Language

Use correct grammar, appropriate and varied vocabulary, sentence structures and forms of expression. Write and speak in an appropriate register and style and spell accurately. [This criterion is not assessed in this unit].

### ATLs:

Organization

### RESOURCES / LITERATURE OPTIONS:

- Various extracts from traditional and contemporary authors (de Maupassant, Dahl, Nabokov, Parajuly, Bamfield).
- Self-selected reading passages.
- Numerous student exemplars.

### SUMMATIVE ASSESSMENT TASKS:

1. Annotations and writing plan of an unseen extract. In-class written under timed conditions. Text Purpose - to analyze.

# Grade 10 Language & Literature - English

## Unit 4: “The Center Cannot Hold” (Literary Commentary)

**Start:** January 2020

**Duration:** 8 Weeks (28 Hours)

### LEARNING EXPERIENCES:

In this unit, students will focus on the balance between individuals and the societies in which they live. They will explore varying perspectives that allow for the fostering of cultural understanding and fairness. In addition, they will learn about Aristotle’s tragic hero characteristics and determine if the traits can be seen in the protagonist. The development of additional skills including debate, literary device analysis and examination of author’s intention will be studied and practiced.

### KEY CONCEPT: Communication

#### Related Concepts / Subject Specific: Literary Commentary

Character, Point of View, Setting. Focus on the Aristotle’s tragic hero characteristics and author’s intention.

### STATEMENT OF INQUIRY:

Balance within oneself and the outside world develops a unique point of view that allows for the fostering of cultural understanding and fairness.

### INQUIRY QUESTIONS:

#### Factual:

What is colonization?  
What are the points of view on traditional pre-colonial Africa?  
What is a tragic hero?

#### Conceptual:

How has the colonization of Africa affected local cultures and traditions?

#### Debatable:

Is change inevitable?  
Is change for the better?

### OBJECTIVES AND ASSESSMENT CRITERIA:

#### A: Analyzing

Analyze the content, context, language, structure, technique and style of text(s), the creator’s choices, and the relationship among texts; and justify opinions and ideas, using examples, explanations and terminology.

#### B: Organizing

Employ organizational structures that serve the context and intention, and organize ideas in a sustained, coherent and logical manner. Use referencing and formatting tools to create a presentation style that is suitable to the context.

#### C: Producing Text

Produce texts that demonstrate insight and imagination, while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process. Also make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience. Select relevant details and examples to develop ideas.

#### D: Using Language

Use correct grammar, appropriate and varied vocabulary, sentence structures and forms of expression. Write and speak in an appropriate register and style and spell accurately.

### ATLs:

Critical Thinking, Transfer

### RESOURCES / LITERATURE OPTIONS:

- *Things Fall Apart* by Chinua Achebe
- Selected extracts from *Heart of Darkness* by Joseph Conrad
- Various non-fiction articles

### SUMMATIVE ASSESSMENT TASKS:

1. Literary Commentary essay based on unseen extract. In-class written test under timed conditions. Text Purpose - to analyze.

# Grade 10 Language & Literature - English

## Unit 5: "It's Alive!" (Compare and Contrast Essay)

**Start:** March 2020

**Duration:** 6 Weeks (21 Hours)

### LEARNING EXPERIENCES:

In this unit, students will focus on how context shapes a character's perspective on scientific inner-workings and how it is reflected in themselves. They will learn the structural techniques of a compare and contrast essay and how to see the more subtle similarities and differences in texts. In addition, they will focus on the literary devices of characterization, internal conflict and atmosphere and how it impacts theme.

### KEY CONCEPT: Perspective

**Related Concepts / Subject Specific:** Study in Similarities and Differences  
Character, Context. Influence of characterization, internal conflict and atmosphere on theme.

### STATEMENT OF INQUIRY:

Context shapes perspective on scientific inner-workings.

### INQUIRY QUESTIONS:

#### Factual:

What is perspective?  
What does it mean to be selfish?

#### Conceptual:

How do the setting and cultural context of a text affect the characters and plot?  
What are the risks of invention?  
What shapes a character?

#### Debatable:

Is it better to leave nature to a higher being?  
Are the results of a scientific invention worth it?

### OBJECTIVES AND ASSESSMENT CRITERIA:

#### A: Analyzing

Analyze the content, context, language, structure, technique and style of text(s), the creator's choices, and the relationship among texts and justify opinions and ideas, using examples, explanations and terminology. Evaluate similarities and difference by connecting features across and within genres and texts.

#### B: Organizing

Employ organizational structures that serve the context and intention, and organize ideas in a sustained, coherent and logical manner. Use referencing and formatting tools to create a presentation style that is suitable to the context.

#### C: Producing Text

Produce texts that demonstrate insight and imagination, while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process. Also make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience. Select relevant details and examples to develop ideas.

#### D: Using Language

Use correct grammar, appropriate and varied vocabulary, sentence structures and forms of expression. Write and speak in an appropriate register and style and spell accurately.

### ATLs:

Transfer

### RESOURCES / LITERATURE OPTIONS:

- *Frankenstein* by Mary Shelley
- "Frankenstein" movie produced by Universal Studios

### SUMMATIVE ASSESSMENT TASKS:

1. Compare and Contrast Essay. In-class written test under timed conditions. Text Purpose - to analyze.