



Course: English Language Arts 10
Teacher: E. de Beer
Unit: <i>Perspectives: socio-political commentaries</i>
Date: Thursday, 2 April 2020 – Friday, 1 May 2020
Duration: Weeks 27 – 31: 5 weeks, 14 classes

Description:

Having watched the film “The War Within” last term, and following upon the reading of *The Kite Runner* and *The Picture of Dorian Gray* thus far this term, we are now set to analyse the nature of such, often controversial, works. Are these pieces similar and, if so, to what degree? Can we identify similar objectives and applications?

This unit shifts the focus to the purpose and application of socio-political commentaries (addressing issues such as inequalities, injustices, the abuse of power, for example). Our studies will comprise several preliminary activities to establish the necessary knowledge, skills, and use of academic register. The process of learning will initially pursue a more formal structure than we are accustomed to (lecture-style presentations, accompanied by notes and sheets).

In preparation of the formal, written assignment, we will spend four sessions on **in-class discussions**, and synthesis of knowledge (as indicated by the ‘Big Ideas’ below). Needless to say, the options for discussion and debate are seemingly infinite (topics t.b.c.). As this study will now be conducted in our virtual classroom, the planned **Socratic seminar** will take a different format. This unit will culminate in a timed, **formal written piece**.

	Big Ideas	Essential Questions
Understand	<p><i>Which Big Ideas will be the focus of this unit?</i></p> <ul style="list-style-type: none"> ○ The exploration of text and story deepens our understanding of diverse, complex ideas about identity, others, and the world. ○ Texts are socially, culturally, and historically constructed. 	<p><i>What questions will be guiding your students’ inquiry?</i></p> <ul style="list-style-type: none"> ○ How can we make sense of the information gathered? ○ How can we use evidence and data to evaluate and draw conclusions? ○ How can the works relate to Canada’s historical identity?

Do	Core Competencies	
	<p><i>Choose one or more Core Competencies that will be focused on and developed in this unit:</i></p> <ul style="list-style-type: none"> ○ Thinking: Critical & Reflective Thinking ○ Personal Awareness & Responsibility 	<p><i>Which activities, projects, exercises or discussions will teach this Core Competency? How will they implement the First Peoples Principles of Learning? How will they be inquiry-based?</i></p> <ul style="list-style-type: none"> ○ Reading of the texts: Reconciliation in Canada ○ Visualize issues and solutions (refer to the films shown). ○ Socratic seminar (topic t.b.c.)
	Curricular Competencies	
	<p><i>Which Curricular Competencies will students learn and be assessed on in this unit?</i></p> <ul style="list-style-type: none"> ○ Reading ○ Thinking & Speaking ○ Representing and Writing 	<p><i>Activities, projects, exercises or discussions to teach the Curricular Competencies (inquiry, assessment of Curricular Competencies):</i></p> <p>Assignments reflect these First Peoples' Principles of Learning: learning requires exploration of one's identity; and learning involves recognising the consequences of one's actions.</p> <ul style="list-style-type: none"> ○ Check for understanding (the role of personal, social, and cultural contexts, values, and perspectives in texts): student completes a quiz on the vacation novel. ○ Culturally responsive questioning: perspectives on family and community. ○ Formal, culminating assignment (timed writing).

Know	Curricular Content	
	<p><i>Which Curricular Content (specific to your course) will students learn and be assessed on this unit?</i></p> <ul style="list-style-type: none"> ○ functions: purposes of text (Canadian reconciliation) ○ text features and structures: form, function, and genre of texts ○ writing processes 	<p><i>Which activities, projects, exercises or discussions will teach this Curricular Content? How will they implement the First Peoples Principles of Learning? How will they be inquiry-based? How will the Curricular Content be assessed?</i></p> <ul style="list-style-type: none"> ○ Explanation of notes provided ○ Knowledge acquired: application and synthesis (establish parallels to history and the world we live in). ○ Oral collaboration on prompt (discuss, investigate, think, speak) ○ Online, Socratic seminar (rubric to be provided) ○ Formal essay (write, represent)

Required Resources

Resources (textbooks, computer programmes, website subscriptions) that will students need to complete this unit:

- Novels: prior and completed for vocational reading (citation)
- Laptop/Mac
- Headphones and microphone (if not on the student device)
- Internet access
- Google Drive (GD)
- Video (provided)



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