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| **Course/Subject/Grade(s): English/New Media/11** | | | | | | | | |
| Unit Big Idea:  The exploration of text and story deepens our understanding of diverse, complex ideas about identity, others and the world | | | | | Unit Guiding Question(s):  How does where we come from influence how we understand our place in this world? | | | |
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|  | | | **1** | **2** | | **3** | **4** | |
| **Content:**  I know narrative structures found in First Peoples texts | | | I know what narrative  structure is and why it is important | I know circular structures of texts | | I know iterative  (repetitive) structures of texts | I know cyclical structures of texts | I know how different  narrative structures are used within texts |
| **Curricular Competencies** | **Comprehend & Connect** | I can read for enjoyment and achieve personal goals | I can choose texts that I am interested in and like  I can set a goal | I can identify texts that I enjoy by type/genre  I can set a goal related to my text | | I can identify texts that I enjoy and describe why I enjoy them  I can make a plan to reach a personal goal I made related to my text | I can talk about/ recommend texts that I enjoy to others  I can implement a plan  to reach a goal I made related to my text | I can review books based on criteria and describe why I did or did not enjoy them  I can adjust and reflect  my plan about a goal I made related to my text |
| I can recognize the influence of land/place in First Peoples’ and other Canadian texts | I can identify the land/places of my home | I can identify and describe how land/place plays a role in First People’s and Canadian texts | | I can identify and describe the influence of land/place in First Peoples’ texts | I can identify and describe the influence of land/place in Canadian texts | I can compare the importance/influence of place in different First Peoples and Canadian texts |
| I can evaluate how literary elements and new media techniques and devices reflect different purposes and audiences | I can identify story elements of a text (setting, character, plot) | I can identify literary elements (text structures, characterization, setting)  I can describe how these elements  influence audience | | I can identify new media techniques (advocacy, community, propaganda, manipulation)  I can describe how these techniques  influence audience | I can describe how the author/creator uses literary elements and new media techniques to communicate purpose | I can analyze the motivation of an author/creator’s purpose  I can make a suggestion/offer advice to an author |
| **Create & Communicate** | I can respectfully exchange ideas and viewpoints from diverse perspectives to build shared understandings and  extend thinking. | I can share my ideas | I can identify and describe my viewpoint | | I can consider and show respect for another’s viewpoint | I can build on another’s viewpoint | I can challenge myself to transform my ideas and viewpoints to include another |