

## ENGLISH LANGUAGE ARTS 6–9 CURRICULUM UNIT DEVELOPMENT

|                                 | Grade 6   | Grade 7  | Grade 8  | Grade 9   |
|---------------------------------|---|--|--|---|
|                                 | Exploring Friendships (SU, RB)  | Pushed to the Limit: surviving Life's Challenges (SU, RB)  | Growing Up Around the World (SU, RB)   | Is It Fair? (SU, RB)  |
|                                 | Halku: From Sound to Meaning (SU, RB)   | A Taste of Saskatchewan (SR, RB)   | Author Study: William Bell (SR, RB)  | Exploring Love and Loyalty: Romeo and Juliet (SR, RB)   |
| <b>Suggested Topics/Themes</b>  | A Balancing Act How Far Will We Go?<br>Contexts: Personal, Social, Environmental. Include non-fiction and media but focus on fiction in which adolescents seek to affect decisions made about their natural environments.   | The Winds of change<br>Contexts: Historical, Person, Social. Explore Medieval times through fiction and non-fiction or explore personal and social change through personal journals, historical and personal diaries or biographies and autobiographies. | Your Music<br>Possible Contexts: Imaginary, Literacy, Personal, Social Inquiry, Historical. Focus on poetry and song lyrics; explore personal choice or taste in music; inquire about the history or social impact of music.   | Imagining the Future<br>Contexts: Imaginative, Inquiry, Environmental, Philosophical. Take a look at the future through a variety of fiction (science fiction, fantasy) and non-fiction (eg. genetic space program); include research and essay writing.  |
| <b>Suggested Author Studies</b> | Courageous Spirits<br>Possible contexts: Historical, Philosophical. Create Literature Circles around novels about African-American slavery; discuss issue statements such as, "Black slaves fought for and finally won their freedom but are still striving to gain social equality." | Imagine Radio<br>Possible Contexts: Imaginary, Communicative, Literacy, Historical. Focus on listening to radio, both commercial and documentary, and encouraging writing and reading radio dramas and documentaries, or focus on the history of radio.  | Confronting Reality<br>Possible Contexts: Personal, Social, Environmental. Use realistic fiction to confront the realities some adolescent fact (eg. Drugs, divorce, HIV/AIDS); explore the connections between self and environment or the individual's role in society through a variety of media. | Taking Risks, Setting Limits<br>Possible Contexts: Personal, Social, Inquiry, Historic. Examine a variety of situations in which individuals in society take risks and question the limits we set (eg. How far will humans have to go to have their needs met? Their comforts? What risks do we take without thinking? What calculated risks do we take?) |
| <b>Suggested Authors</b>        | Linda Bailey<br>Sigmund Brower (RB)<br>Betsy Byars<br>Martin Godfrey  | Gary Paulsen<br>Kit Pearson<br>Barbara Smucker<br>Cora Taylor  | Avi<br>William Bell<br>Karleen Bradford<br>Paula Fox   | Katherine Paterson<br>Gary Paulsen<br>Kit Pearson<br>Cora Taylor  |

|  |   |  |  |   |
|--|---|--|--|---|
|  | Gordon Korman<br>Jean Little<br>Jeni Mayer<br>Frank O'Keefe | C.J. Taylor<br>Mildred Taylor<br>Eric Wilson | Marilyn Halvorson<br>Karen Hesse<br>Will Hobbs<br>Monica Hughes<br>Paul Kropp<br>Jean Little | C.J. Taylor<br>Mildred Taylor<br>Frances Temple<br>Budge Wilson<br>Laurence Yep |
|--|---|--|--|---|

SU = Sample Units

RB = Resource Box