

Level of Instruction

Senior High

Curriculum Overview:

English 1200 is an optional course aimed at addressing the needs of students entering high school who

- Need support in developing the skills and strategies to handle the reading and writing demands of senior high school courses
- Need support in developing the reading strategies that enable them to decode, interact with, retain, interpret, or reconstruct print

This course reflects current research, theory, and classroom practice. It places emphasis on the student as a learner and provides flexibility for teachers in planning instruction to meet the needs of their particular students.

English 1200 is an enabling course in that it will provide students with significant instruction and practice in skills that will help them in all courses at the senior high level. The English 1200 course is based on the belief that reading is an interactive process by which text and readers interact to create meaning.

English 1200 must be taken either prior to or concurrently with English 1202. Students cannot obtain credit for English 1200 if they have already successfully completed English 1202. It is recommended that English 1200 be taken by most, if not all, students who register for English 1202. It is not recommended for students who are enrolled in English 1201.

Authorized Learning Resources:

- English 1200: A Curriculum Guide (2001)
- Reading and Writing for Success (student text)

Themes:

The course is structured around three main units: reading and writing for personal satisfaction, reading and writing across the curriculum, and reading and writing to function in society.

Assessment:

Assessment in this course is governed by the Assessment and Evaluation Policy of the Eastern School District.

http://www.esdnl.ca/about/policies/esd/1_IL.pdf.

<http://www.esdnl.ca/aboutesd/policies/regulations.jsp?cat=1&code=IL>

Note:

1. All evidence of learning shall be considered when determining a student's final grade. Averaging shall not be used as a sole indicator of a student's level of attainment of the course outcomes.
2. Homework and student behaviour (except where specified in Provincial documents) shall not be given a value for assessment
3. To ensure student achievement of the outcomes, teachers are expected to use a variety of assessments.

Assessment and Evaluation Plan:

A: Portfolio Assessment60%

Each student will be expected to maintain a portfolio of work undertaken throughout the course. It is important for the teacher and the student to record the range of texts read, viewed, heard, and produced. This portfolio must contain but need not be limited to:

- student-developed profiles of reading strengths and needs, based on both the student's and the teacher's perceptions of where the student's difficulties lie
- attitudinal self-checklists
- results from cloze-testing or miscue analysis
- personal reading logs containing the students written comments on books read
- teacher observations shared through conferences
- student writing (This category should include examples of fiction texts, non-fiction/information texts, and mass media texts. **It is expected, however, that students will create written products in all three writing modes: expressive, transactional, and poetic.**)

Other items that could be included in the portfolio could include tape recordings of oral reading, a reader-response journal, information about authors and/or particular types of texts. Sample forms that could be used to include in portfolios are included in appendices of the *English 1200 Curriculum Guide*.

B: Group Work/Oral Work 15%

Each student will be expected to work in small groups and participate in regular group discussions aimed at gaining greater meaning of certain reading and

writing projects undertaken. Some sample oral activities outlined in the suggestions for teaching and learning sections in the specific curriculum outcomes for the course. They include but are not limited to discussing, sharing, explaining, retelling, reading aloud, etc.

C: Teacher Observation 15%

Teachers will maintain jot notes of ongoing observations. For example, during Uninterrupted Sustained Silent Reading (USSR) sessions, the teacher will observe student behaviour and record observations. Observations will be shared regularly with students through Teacher-Student Conferences. Teachers will use Observation Records, using the suggestions on pp. 59-63 of the *Course Description*. Appendix 8: Writing Conferences may also be used on p. 73 of the English 1200 Curriculum Guide. Records of teacher observations should be placed in the student's portfolio at regular intervals.

D: Student Self-Assessment 10%

When students learn to assess their own progress, they develop critical thinking skills and share in the responsibility for their own growth. Students will be expected to assess their own growth in reading and writing several times throughout the course. An example of a **Self-Assessment Form** is included in Appendix 7 of the *Course Description*. Teachers may modify this form or design their own.

Note: There will be no **formal** examinations in English 1200.

Summary:

Portfolio Assessment	60%
Oral Work/Discussions	15%
Teacher Observation	15%
Student Self-Assessment	10%

Resource Links:

English 2100 Curriculum Guide

<http://www.ed.gov.nl.ca/edu/k12/curriculum/guides/english/index.html#eng1200>